

Bachelor of Applied Arts (Criminal Justice)

**Application for Ministerial Consent Renewal
Ontario Colleges of Applied Arts and Technology**

Date of Submission: August 2014



Submission Title Page: Application for Consent Renewal

Full Legal Name of Organization: Humber College Institute of Technology and Advanced Learning
Operating Name of Organization: Humber Institute of Technology and Advanced Learning
URL for Organization Homepage (if applicable): www.humber.ca
Degree Nomenclature: Current: Bachelor of Applied Arts (Criminal Justice) Proposed: Bachelor of Social Science (Criminal Justice)
Location (specific address) where program is delivered: Humber Lakeshore Campus 3199 Lake Shore Boulevard West, Toronto, ON M8V 1K8
Date of Submission: August 2014
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Section 1: Program Abstract

1.1 Abstract

Humber's Bachelor of Applied Arts in Criminal Justice provides students with an opportunity to examine criminology theories and their application to the principles of correctional practice. This program provides students with an understanding of the criminal justice system, with a focus on the correctional system. Both institutional and community corrections are examined in depth as are the issues of rehabilitation, recidivism, progressive reforms, restorative justice and alternatives to incarceration. The program consists of eight academic semesters and two eight-week work terms.

Graduates of this program will be able to seek employment as:

- Probation and Parole Officers
- Adult Corrections Officers (Institutional and Community Settings)
- Police Officers
- Immigration Officers
- Customs Inspectors
- Correctional Residential Workers
- Community Justice Facilitators
- Private Security Personnel
- Workers in community-based justice services
- Workers in justice programs or services targeted at youth

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SECTION 2: COURSE SCHEDULES 1 AND 2

2.1 Course Schedules for Current Consent

Course Schedule 1 – Current (2013-14 Academic Year)

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
Year 1						
Semester 1	CRIM 101 Introduction to the Canadian Justice System	3			Douglas Thomson	D-Phil
	HIST 102 History of the Canadian Correctional Institution	3			Gregory McElligott	PhD
					Jasdeep Singh	MA
	PSYC 114 Interpersonal Skills & Group Dynamics	3			Christine McKenzie	PhD
					Alyssa Ferns	PhD
	SOCI 113 Human Rights & Diversity	3			Christine McKenzie	PhD
	SOCI 201 Principles of Sociology		3		Danita Kagan	PhD
					Sonya Scott	PhD
Semester 2	CRIM 151 Introduction to Criminology	3			Aqeel Saeid	PhD
	CRIM 152 Community Corrections	3			Angela Beecher-Beehoo	MA
	LAW 153 Criminal Law & Procedure	3			Michael Gamble	MSc
	PSYC 154 Counselling: Theory & Practice	3		PSYC 114 Interpersonal Skills & Group Dynamics	Christine McKenzie	PhD
	PSYC 200 Introduction to Psychology		3		Masood Zangeneh	PhD
Year 2						
Semester 3	CRIM 201 Contemporary Policing	3			Michael Gamble	MSc
					Riyez Hussein	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
	CRIM 202 Victims in the Criminal Justice System	3		CRIM 151 Introduction to Criminology	Sharonne Stone	MES
					Aqeel Saeid	PhD
	CRIM 204 Youth & Crime	3			Gerry Small	MEd
					Jeanine Webber	PhD, RSW
	PSYC 203 Conflict Management	3			Alyssa Ferns	PhD
	PHIL 203 Ethics & Moral Theory		3		Douglas Wright	PhD
					Jonathan Zeyl	MA
Semester 4	CRIM 252 Case Management in Correctional Services	3		CRIM 152 Community Corrections PSYC 154 Counselling Theory & Practice	Christine Rahim	MES
	CRIM 253 First Nations People & the Criminal Justice System	3		CRIM 101 Introduction to the Canadian Criminal Justice System SOC 113 Human Rights & Diversity	Mark Totten	PhD
	CRIM 255 Introduction to Practicum Experience	0			Gerry Small	MEd
	CRIM 400 Work Term: Placement I	0			Gerry Small	MEd
	PSYC 403 Social Psychology		3		Clarence Duff	PhD
					Kimberly Costello	PhD
	SOC 251 Social Problems & the Criminal Justice System	3			Frank Trovato	PhD
					Alyssa Ferns	PhD
	STAT 203 Statistics for Criminal Justice	3			Tan Le	PhD
					Kate Zhang	PhD
Year 3				None		
Semester 5	CRIM 302 Gender in the Criminal Justice	3			Mark Totten	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
	System					
	PSYC 301 Psychology of Criminal Conduct	3		CRIM 151 Introduction to Criminology	Rafael Bergamasco	PhD
	RSMT 201 Qualitative Research Methods	3			Josephine Mazzuca	PhD
	SOCI 303 Sociological Theories of Crime	3		CRIM 151 Introduction to Criminology	Aqeel Saeid	PhD
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester 6	CRIM 351 Institutional Culture	3			Jessica Spape	PhD
	CRIM 352 Addictions & Impulse Control	3			Rafael Bergamasco	PhD
	CRIM 353 Comparative Corrections	3			Sharonne Stone	MES
					Gregory McElligott	PhD
	LAW 354 Canadian Courts – Evolving through the Charter	3		CRIM 101 Introduction to the Canadian Justice System	Douglas Thomson	D-Phil
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Summer	Work Term: Placement II	0		Successful completion of Semester 6	Gerry Small	MEd
Year 4						
Semester 7	CRIM 401 Restorative Justice	3		30 Credits from Years 1 -4 PSYC 203 Conflict Management	Mark Totten	PhD
	CRIM 403 Clinical Criminology	3		CRIM 151 Introduction to Criminology	Jessica Spape	MA
	LAW 402 Foundation of	3		LAW 153 Criminal Law &	Douglas Thomson	D-Phil

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
	Law – How Case Reflects Canadian Core Values			Procedure		
	MCT 404 Management in the Criminal Justice System	3		CRIM 152 Community Corrections HIST 102 History of Canadian Correctional Institutions	Frank Trovato	PhD
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester 8	CRIM 451 Special Topics in Criminal Justice	3		CRIM 101 Introduction to the Canadian Criminal Justice System CRIM 151 Introduction to Criminology	Aqeel Saeid	PhD
	CRIM 452 Criminal Justice Research Project	3			Jeanine Webber	PhD, RSW
Alyssa Ferns					PhD	
Frank Trovato					PhD	
	CRIM 453 Social Policy Issues & the Criminal Justice System	3			Greg McElligott	PhD
Sharonne Stone					MES	
	CRIM 454 Crime Prevention	3		CRIM 151 Introduction to Criminology CRIM 152 Community Corrections PSYC 203 Conflict Management CRIM 252 Case Management in Correctional Services CRIM 204 Youth & Crime PSYC 301 Psychology of Criminal Conduct CRIM 352	Doug Thomson	D-Phil

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
				Addictions & Impulse Control		
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	

Non-Core Courses

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired)	Restrictions
ANTH 200	Principles of Anthropology	3	Lower	Adrienne Kitchin	MA (anthropology)	
				Irma Molina	PhD (anthropology)	
CRIM 101	Introduction to Canadian Justice	3	Lower	Doug Thomson	PhD (sociology)	BAA Criminal Justice BAA Paralegal Studies
ECON 402	Business & Politics	3	Upper	Tim Berry	MBA (finance)	
ENGL 104	Approaches to Literature	3	Lower	Muhammad Sid-Ahmad	MA (English)	
ENGL 105	Individuals & Communities	3	Lower	Lucy Valentino	PhD (English)	
ENGL 107	AWCR: Popular Culture	3	Lower	Eva Bednar	PhD (English: Language, Literacy and Rhetoric)	
ENGL 201	Trauma & Memory in Literature	3	Lower	Mary Ellen Kappler	PhD (English)	
ENGL 202	Betrayal in Contemporary Fiction	3	Lower	Mary Ellen Kappler	PhD (English)	
ENGL 403	Love Stories	3	Lower	Mary Ellen Kappler	PhD (English)	
HIST 104	Leaders Through Time	3	Lower	Youssef Youssef	PhD (management)	
HIST 142	History of Popular Music	3	Lower	Bob Rice	MA (composition)	B Music
HIST 145	History of Jazz	3	Lower	Bob Rice	MA (composition)	B Music
HIST 201	Hitler & Stalin: Architects of Evil	3	Lower	Morton Ritts	PhD (English literature)	
HIST 202	Prohibition: The history of bad behavior	3	Lower	Daniel Hambly	MA (history)	
HIST 401	Hitler & the Rise & Fall of Naziism	3	Upper	Morton Ritts	PhD (English literature)	
HIST 402	Joseph Stalin	3	Upper	Morton Ritts	PhD (English literature)	
HUMA 200	Film Styles: Narratives & Techniques	3	Lower	Curtis Maloley	MA (cultural studies)	
				Kent Enns	MA (comparative literature)	
HUMA 202	Religions of the World	3	Lower	Paul Corey	PhD (philosophy)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired)	Restrictions
HUMA 203	Music, Meaning & Values	3	Lower	Mark Whale	PhD (music)	B Music
HUMA 207	Popular Culture: Interdisciplinary Perspectives	3	Lower	Dean Glover	MA (sociology)	
HUMA 300	Religion & Society	3	Upper	Andre Maintenay	PhD (religion)	
HUMA 405	Shakespeare & Film	3	Lower	Mary Ellen Kappler	PhD (English)	
HUMA 406	Desire & Discontent	3	Upper	Christopher Irwin	PhD (social and political thought)	
				Giosu Ghisalberti	PhD (social and political thought)	
HUMA 407	Popular Culture: Interdisciplinary Perspectives	3	Lower	Naveen Joshi	PhD (communication and culture)	
HUMA 408	Good & Evil	3	Upper	Christopher Irwin	PhD (social and political thought)	
				Paul Corey	PhD (religious studies)	
HUMA 413	Justice: A Philosophical & Literary Approach	3	Lower	Wendy O'Brien	MA (philosophy)	
IBS. 354	Cross-Cultural Communications	3	Lower	Barbara Hopkinson Navjote Khara	MA (English)	BComm International Business
					PhD (management)	
MKT. 101	Marketing	3	Lower	Riteshkumar Dalwadi	PhD (marketing)	All BComm degrees B Creative Advertising
MSTU 100	The Role of Media in Society	3	Lower	Saman Talib	PhD (media studies)	B Journalism
				Dan Rowe	PhD (mass communication_	
MSTU 106	Social & Digital Media	3	Lower	Daniel Schneider Andrea Tavchar	MFA	
					MA	
MSTU 120	Survey of Emerging Media	3	Lower	Saman Talib	PhD (media studies)	
PHIL 201	The Good Life	3	Lower	Doug Wright	PhD (philosophy)	
PHIL 203	Ethics & Moral Theory	3	Lower	Andre Maintenay	PhD (religion)	
				Douglas Wright	PhD (philosophy)	
				Jonathan Zeyl	MA (religious studies)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired)	Restrictions
				Jordan Koffman	PhD (philosophy)	
				Paul Corey	PhD (religious studies)	
				Zeev Perelmutter	PhD (philosophy)	
PHIL 205	Love & Sex: Philosophical Perspectives	3	Lower	Suzanne Senay	MA (philosophy)	
PHIL 404	How is Society Possible?	3	Lower	Kent Enns	MA (comparative literature)	
PHIL 405	Theories of Beauty	3	Lower	Wendy O'Brien	MA (philosophy)	
PHIL 409	Brainstorm – Advanced	3	Lower	Suzanne Senay	MA (philosophy)	
PHIL 412	People, Mind & Body: Selfish Thoughts	3	Lower	Douglas Wright	PhD (philosophy)	
PHIL 413	Business & Professional Ethics	3	Upper	Mary Takacs	PhD (philosophy)	
POLS 200	Introduction to Politics	3	Lower	Christopher Irwin	PhD (social and political thought)	
				Sonya Scott	PhD (social and political thought)	
POLS 201	Human Security & World Disorder	3	Lower	Paul Corey	PhD (religious studies)	
				Wendy O'Brien	MA (philosophy)	
POLS 202	Canada and the World	3	Lower	Daniel Hambly	MA (history)	
POLS 203	Leadership	3	Lower	Tim Berry	MBA	
POLS 205	International Relations in a Globalized World	3	Lower	Christopher Irwin	PhD (social and political thought)	B Child & Youth Care
POLS 250	Power	3	Lower	Christopher Irwin	PhD (social and political thought)	
				Douglas Wright	PhD (philosophy)	
				Paul Corey	PhD (religious studies)	
PSYC 200	Introduction to Psychology	3	Lower	Ann Wainwright	PhD (developmental processes psychology)	
				Audrene Kerr-Brown	MA (criminology)	
				Dawn	PhD (psychology)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired)	Restrictions
				McCauley		
				Lillian Campbell	MA (psychology)	
PSYC 201	Research Methods	3	Lower	Josephine Mazzucca	PhD (sociology)	RSMT 201 Qualitative Research Methods
PSYC 220	Sport & Performance Psychology	3	Lower	Noah Gentner	PhD (kinesiology and sport studies)	
PSYC 403	Social Psychology – Advanced	3	Upper	Clarence Duff	PhD (educational psychology)	BAA Criminal Justice
				Dawn Macaulay	PhD (psychology)	
PSYC 404	Personality Psychology	3	Upper	Ann Wainwright	PhD (developmental processes psychology)	
RSMT 200	Quantitative Research Methods	3	Lower	Midori Kobayashi	MS (mathematics)	STAT 102 Statistics for Business
SCIE 102	Supplements in Sports	3	Lower	Sergiu Feduic	PhD (kinesiology and health science)	
SCIE 200	Astronomy	3	Lower	Leo di Leo	PhD (theoretical physics)	
				Tatiana Paulin	MA (earth and space science)	
SCIE 202	Intro to Environmental Studies	3	Lower	Stephen Stockton	PhD (biology)	
SCIE 203	Science Matters	3	Lower	Leo Di Leo	PhD (theoretical physics)	
SCIE 204	Popular Diets & Metabolism	3	Lower	Sergiu Feduic	PhD (kinesiology and health science)	
SCIE 205	The Body During Normal & Extreme Conditions	3	Lower	Sarah Wilkinson	PhD (kinesiology)	
SCIE 403	Scientific Achievements	3	Upper	Stephen Stockton	PhD (biology)	
SCIE. 101	Introduction to the Human Body	3	Lower	Jeff Semple	PhD (molecular and cellular biology)	
SOC 201	Principles of Sociology	3	Lower	Alexander Shvartz	PhD (social and political thought)	
				Danita Kagan	PhD (sociology)	
				Sonya Scott	PhD (social and	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired)	Restrictions
					political thought)	
				Rhea Adhopia	MA (sociology)	
SOCI 202	Canadian Families: Past, Present & Future	3	Lower	Danita Kagan	PhD (sociology)	
SOCI 203	Understanding Mass Communications	3	Lower	Adam Miller	PhD (communication and culture)	
				Mark Ihnat	MA (sociology)	
SOCI 300	Race, Gender & the Digital Age	3	Upper	Naveen Joshi	PhD (communication and culture)	
SOCI 301	Social Entrepreneurship	3	Upper	Alexander Shvarts	PhD (social and political thought)	
SOCI 401	Sociology of Consumption	3	Upper	Mark Ihnat	MA (sociology)	
				Mark Lede	MA (sociology)	
				Sonya Scott	PhD (social and political thought)	
SOCI 402	Technology & Social Change	3	Upper	Nathan Radke	MA (sociology)	BAA Film & Media Production
SOCI 450	City Life	3	Upper	Kate Anderson	PhD (sociology)	

Course Schedule 2 – Current Consent (2013/2014 Academic Year)

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
Year 1					
Semester 1	CRIM 101 Introduction to the Canadian Justice System	3			D-Phil
	HIST 102 History of the Canadian Correctional Institution	3			PhD MA
	PSYC 114 Interpersonal Skills & Group Dynamics	3			PhD PhD
	SOCI 113 Human Rights & Diversity	3			PhD
	SOCI 201 Principles of Sociology		3		PhD PhD
Semester 2	CRIM 151 Introduction to Criminology	3			PhD
	CRIM 152 Community Corrections	3			MA
	LAW 153 Criminal Law & Procedure	3			MSc
	PSYC 154 Counselling: Theory & Practice	3		PSYC 114 Interpersonal Skills & Group Dynamics	PhD
	PSYC 200 Introduction to Psychology		3		PhD
Year 2					
Semester 3	CRIM 201 Contemporary Policing	3			MSc PhD
	CRIM 202 Victims in the Criminal Justice System	3		CRIM 151 Introduction to Criminology	MES PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
	CRIM 204 Youth & Crime	3			MEd PhD, RSW
	PSYC 203 Conflict Management	3			PhD
	PHIL 203 Ethics & Moral Theory		3		PhD MA
Semester 4	CRIM 252 Case Management in Correctional Services	3		CRIM 152 Community Corrections PSYC 154 Counselling Theory & Practice	MES
	CRIM 253 First Nations People & the Criminal Justice System	3		CRIM 101 Introduction to the Canadian Criminal Justice System SOC 113 Human Rights & Diversity	PhD
	CRIM 255 Introduction to Practicum Experience	0			MEd
	CRIM 400 Work Term: Placement I	0			MEd
	PSYC 403 Social Psychology		3		PhD
	SOCI 251 Social Problems & the Criminal Justice System	3			PhD PhD
	STAT 203 Statistics for Criminal Justice	3			PhD PhD
Year 3				None	
Semester 5	CRIM 302 Gender in the Criminal Justice System	3			PhD
	PSYC 301 Psychology of Criminal Conduct	3		CRIM 151 Introduction to Criminology	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
	RSMT 201 Qualitative Research Methods	3			PhD
	SOCI 303 Sociological Theories of Crime	3		CRIM 151 Introduction to Criminology	PhD
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.
Semester 6	CRIM 351 Institutional Culture	3			PhD
	CRIM 352 Addictions & Impulse Control	3			PhD
	CRIM 353 Comparative Corrections	3			MES PhD
	LAW 354 Canadian Courts – Evolving through the Charter	3		CRIM 101 Introduction to the Canadian Justice System	D-Phil
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.
Summer	Work Term: Placement II	0		Successful completion of Semester 6	MEd
Year 4					
Semester 7	CRIM 401 Restorative Justice	3		30 Credits from Years 1 -4 PSYC 203 Conflict Management	PhD
	CRIM 403 Clinical Criminology	3		CRIM 151 Introduction to Criminology	MA
	LAW 402 Foundation of Law – How Case Reflects Canadian Core Values	3		LAW 153 Criminal Law & Procedure	D-Phil
	MCT 404	3		CRIM 152	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
	Management in the Criminal Justice System			Community Corrections HIST 102 History of Canadian Correctional Institutions	
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.
Semester 8	CRIM 451 Special Topics in Criminal Justice	3		CRIM 101 Introduction to the Canadian Criminal Justice System CRIM 151 Introduction to Criminology	PhD
	CRIM 452 Criminal Justice Research Project	3			PhD, RSW PhD PhD
	CRIM 453 Social Policy Issues & the Criminal Justice System	3			PhD MES
	CRIM 454 Crime Prevention	3		CRIM 151 Introduction to Criminology CRIM 152 Community Corrections PSYC 203 Conflict Management CRIM 252 Case Management in Correctional Services CRIM 204 Youth & Crime PSYC 301 Psychology of Criminal Conduct CRIM 352 Addictions & Impulse Control	PhD
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.

Non-Core Courses

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired)	Restrictions
ANTH 200	Principles of Anthropology	3	Lower	MA (anthropology)	
				PhD (anthropology)	
CRIM 101	Introduction to Canadian Justice	3	Lower	PhD (sociology)	BAA Criminal Justice BAA Paralegal Studies
ECON 402	Business & Politics	3	Upper	MBA (finance)	
ENGL 104	Approaches to Literature	3	Lower	MA (English)	
ENGL 105	Individuals & Communities	3	Lower	PhD (English)	
ENGL 107	AWCR: Popular Culture	3	Lower	PhD (English: Language, Literacy and Rhetoric)	
ENGL 201	Trauma & Memory in Literature	3	Lower	PhD (English)	
ENGL 202	Betrayal in Contemporary Fiction	3	Lower	PhD (English)	
ENGL 403	Love Stories	3	Lower	PhD (English)	
HIST 104	Leaders Through Time	3	Lower	PhD (management)	
HIST 142	History of Popular Music	3	Lower	MA (composition)	B Music
HIST 145	History of Jazz	3	Lower	MA (composition)	B Music
HIST 201	Hitler & Stalin: Architects of Evil	3	Lower	PhD (English literature)	
HIST 202	Prohibition: The history of bad behavior	3	Lower	MA (history)	
HIST 401	Hitler & the Rise & Fall of Naziism	3	Upper	PhD (English literature)	
HIST 402	Joseph Stalin	3	Upper	PhD (English literature)	
HUMA 200	Film Styles: Narratives & Techniques	3	Lower	MA (cultural studies)	
				MA (comparative literature)	
HUMA 202	Religions of the World	3	Lower	PhD (philosophy)	
HUMA 203	Music, Meaning & Values	3	Lower	PhD (music)	B Music
HUMA 207	Popular Culture: Interdisciplinary Perspectives	3	Lower	MA (sociology)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired)	Restrictions
HUMA 300	Religion & Society	3	Upper	PhD (religion)	
HUMA 405	Shakespeare & Film	3	Lower	PhD (English)	
HUMA 406	Desire & Discontent	3	Upper	PhD (social and political thought)	
				PhD (social and political thought)	
HUMA 407	Popular Culture: Interdisciplinary Perspectives	3	Lower	PhD (communication and culture)	
HUMA 408	Good & Evil	3	Upper	PhD (social and political thought)	
				PhD (religious studies)	
HUMA 413	Justice: A Philosophical & Literary Approach	3	Lower	MA (philosophy)	
IBS. 354	Cross-Cultural Communications	3	Lower	MA (English) PhD (management)	BComm International Business
MKT. 101	Marketing	3	Lower	PhD (marketing)	All BComm degrees B Creative Advertising
MSTU 100	The Role of Media in Society	3	Lower	PhD (media studies) PhD (mass communication_	B Journalism
MSTU 106	Social & Digital Media	3	Lower	MFA	
				MA	
MSTU 120	Survey of Emerging Media	3	Lower	PhD (media studies)	
PHIL 201	The Good Life	3	Lower	PhD (philosophy)	
PHIL 203	Ethics & Moral Theory	3	Lower	PhD (religion)	
				PhD (philosophy)	
				MA (religious studies)	
				PhD (philosophy)	
				PhD (religious studies)	
PHIL 205	Love & Sex: Philosophical Perspectives	3	Lower	MA (philosophy)	
PHIL 404	How is Society Possible?	3	Lower	MA (comparative literature)	
PHIL 405	Theories of Beauty	3	Lower	MA (philosophy)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired)	Restrictions
PHIL 409	Brainstorm – Advanced	3	Lower	MA (philosophy)	
PHIL 412	People, Mind & Body: Selfish Thoughts	3	Lower	PhD (philosophy)	
PHIL 413	Business & Professional Ethics	3	Upper	PhD (philosophy)	
POLS 200	Introduction to Politics	3	Lower	PhD (social and political thought)	
				PhD (social and political thought)	
POLS 201	Human Security & World Disorder	3	Lower	PhD (religious studies)	
				MA (philosophy)	
POLS 202	Canada and the World	3	Lower	MA (history)	
POLS 203	Leadership	3	Lower	MBA	
POLS 205	International Relations in a Globalized World	3	Lower	PhD (social and political thought)	B Child & Youth Care
POLS 250	Power	3	Lower	PhD (social and political thought)	
				PhD (philosophy)	
				PhD (religious studies)	
PSYC 200	Introduction to Psychology	3	Lower	PhD (developmental processes psychology)	
				MA (criminology)	
				PhD (psychology)	
				MA (psychology)	
PSYC 201	Research Methods	3	Lower	PhD (sociology)	RSMT 201 Qualitative Research Methods
PSYC 220	Sport & Performance Psychology	3	Lower	PhD (kinesiology and sport studies)	
PSYC 403	Social Psychology – Advanced	3	Upper	PhD (educational psychology)	BAA Criminal Justice
				PhD (psychology)	
PSYC 404	Personality Psychology	3	Upper	PhD (developmental processes psychology)	
RSMT 200	Quantitative Research Methods	3	Lower	MS (mathematics)	STAT 102 Statistics for Business
SCIE 102	Supplements in Sports	3	Lower	PhD (kinesiology and health science)	
SCIE 200	Astronomy	3	Lower	PhD (theoretical physics)	
				MA (earth and space)	

Course Number	Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired)	Restrictions
				science)	
SCIE 202	Intro to Environmental Studies	3	Lower	PhD (biology)	
SCIE 203	Science Matters	3	Lower	PhD (theoretical physics)	
SCIE 204	Popular Diets & Metabolism	3	Lower	PhD (kinesiology and health science)	
SCIE 205	The Body During Normal & Extreme Conditions	3	Lower	PhD (kinesiology)	
SCIE 403	Scientific Achievements	3	Upper	PhD (biology)	
SCIE. 101	Introduction to the Human Body	3	Lower	PhD (molecular and cellular biology)	
SOC1 201	Principles of Sociology	3	Lower	PhD (social and political thought)	
				PhD (sociology)	
				PhD (social and political thought)	
				MA (sociology)	
SOCI 202	Canadian Families: Past, Present & Future	3	Lower	PhD (sociology)	
SOC1 203	Understanding Mass Communications	3	Lower	PhD (communication and culture)	
				MA (sociology)	
SOCI 300	Race, Gender & the Digital Age	3	Upper	PhD (communication and culture)	
SOCI 301	Social Entrepreneurship	3	Upper	PhD (social and political thought)	
SOC1 401	Sociology of Consumption	3	Upper	MA (sociology)	
				MA (sociology)	
				PhD (social and political thought)	
SOCI 402	Technology & Social Change	3	Upper	MA (sociology)	BAA Film & Media Production
SOCI 450	City Life	3	Upper	PhD (sociology)	

2.2 Course Schedules for Revised Program

Course Schedule 1

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
Year 1						
Semester 1	Government & Social Welfare	3			TBH	PhD
	Interpersonal Communication	3			Linda Hill	MA, RSW
	Introduction to Psychology	3			TBH	PhD
	Principles of Sociology	3			Aqeel Saeid	PhD
	Breadth elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester 2	Ethics & Moral Theory	3			Frank Trovato	PhD
	Counselling Theory & Practice	3			Sue Eason	MSW
	Group Dynamics	3			Joanne Spence	MSW
	Human Rights, Diversity & Social Inclusion	3			Beverly-Jean Daniel	PhD
	Breadth elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Year 2						
Semester 3	Issues in Community & Institutional Corrections: Historical to Present				Angela Beecher-Beekhoo	MA
	Introduction to the Canadian Criminal Justice System				Douglas Thomson	D-Phil
	Conflict Management				Alyssa Ferns	PhD
	Introduction to Criminology	3			Aqeel Saeid	PhD
	Breadth Elective		3	See summary of	See summary of	

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
				breadth electives below.	breadth electives below.	
	Work Placement – Accumulation of minimum 420 hrs. to be completed prior to Semester 8 (no academic credit)					
Semester 4	Contemporary Policing	3			Michael Gamble	MSc
					Riyez Hussein	PhD
	Victims in the Criminal Justice System	3		CRIM 151 – Introduction to Criminology	Sharonne Stone	MES
					Aqeel Saeid	PhD
	Criminal Law & Procedure	3			Michael Gamble	MSc
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Year 3						
Semester 5	Issues in Canadian Law	3		CRIM 101 Introduction to the Canadian Justice System LAW 153 Criminal Law & Procedure	Doug Thomson	D-Phil
	First Nations People & the Criminal Justice System	3		CRIM 101 Introduction to the Canadian Criminal Justice System SOCI 113 Human Rights & Diversity	Mark Totten	PhD
	Mixed Research Methods	3			TBH	PhD
	Introduction to Statistics	3			Tan Le	PhD
					Kate Zhang	PhD
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester	Forensic	3		CRIM 151	Jessica Spape	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
6	Psychology			Introduction to Criminology		
	Sociological Theories of Crime	3		CRIM 151 Introduction to Criminology	Aqeel Saeid	PhD
	Discipline Elective	3		See summary of discipline electives below.	See summary of discipline electives below.	
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Year 4						
Semester 7	Advanced Social Policy	3		30 Credits from Years 1 & 2	Greg McElligott	PhD
					Sharonne Stone	MES
	Senior Level Thesis Research Project 1	3		30 Credits from Years 1 -4 including PSYC 203	Jeanine Webber	PhD, RSW
					Frank Trovato	PhD
	Discipline Elective	3		See summary of discipline electives below.	See summary of discipline electives below.	
	Discipline Elective	3		See summary of discipline electives below.	See summary of discipline electives below.	
	Breadth Elective		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester 8	Restorative Justice	3		PSYC 203 Conflict Management	Mark Totten	PhD
	Senior Level Thesis Research Project 2	3		Senior Level Thesis Research Project 1 30 Credits from Years 2 & 3	Jeanine Webber	PhD, RSW
					Frank Trovato	PhD
	Discipline Elective	3		See summary of discipline electives below.	See summary of discipline electives below.	
	Discipline Elective	3		See summary of discipline electives below.	See summary of discipline electives below.	
	Breadth Elective		3	See summary of	See summary of	

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
				breadth electives below.	breadth electives below.	

Discipline Electives

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
Year 3 or 4, Semester 6, 7 or 8	Program Development & Evaluation	3		30 credits from Years 1 & 2	Linda Hill	MA, RSW
Year 3 or 4, Semester 6, 7 or 8	Transformational Leadership & Advocacy	3		30 credits from Years 1 & 2	TBH	PhD
Year 3 or 4, Semester 6, 7 or 8	Responding to Primary & Secondary Trauma	3		30 credits from Years 1 & 2	TBH	PhD
Year 3 or 4, Semester 6, 7 or 8	Community Mobilization, Support & Empowerment	3		30 credits from Years 1 & 2	Heather Ramey	PhD
Year 3 or 4, Semester 6, 7 or 8	Mental Health Across the Lifespan	3		30 credits from Years 1 & 2	TBH	PhD
Year 3 or 4, Semester 6, 7 or 8	Organizational Behaviour	3		30 credits from Years 1 & 2	Jo Anne Nugent	EdD
Year 3 or 4, Semester 6, 7 or 8	Case Management in the Correctional Services	3		30 credits from Years 1 & 2	Christine Rahim	MES PhD
Year 3 or 4, Semester 6, 7 or 8	Youth & Crime	3		30 credits from Years 1 & 2	Gerry Small	MEd
					Jeanine Webber	PhD, RSW
Year 3	Comparative	3		30 credits from	Sharonne Stone	MES

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Name of Faculty Member	Highest Academic Qualification Earned and Professional Credentials
or 4, Semester 6, 7 or 8	Criminal Justice Systems			Years 1 & 2	Gregory McElligott	PhD
Year 3 or 4, Semester 6, 7 or 8	Crime Prevention	3		30 credits from Years 1 & 2	Doug Thomson	D-Phil
Year 3 or 4, Semester 6, 7 or 8	Gender in Criminal Justice Systems	3		30 credits from Years 1 & 2	Mark Totten	PhD
Year 3 or 4, Semester 6, 7 or 8	Management in Criminal Justice Systems	3		30 credits from Years 1 & 2	Frank Trovato	PhD
Year 3 or 4, Semester 6, 7 or 8	Institutional Culture	3		30 credits from Years 1 & 2	Jessica Spape	PhD

Non-Core Courses

Lower versus Upper Level Course Characteristics

- All lower level courses are foundation courses.
- All upper level courses require that students have completed one lower level breadth course in at least two of the three breadth categories as a prerequisite.
- Students are required to complete one upper level breadth courses in at least two of the three breadth categories.

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Society, Culture and Commerce					
FRAS 301 20 th Century Fashion	3	Lower	Bosnitch, Katherine	MA (art history)	Fashion Management
			Ouellete, Norma	MBA	
Abnormal Psychology	3	Lower	Wainwright, Ann	PhD (developmental processes psychology)	Criminal Justice, Nursing, Child & Youth Care, Bachelor of Behavioural Science
			Macaulay, Dawn	PhD (Psychology)	
			Choi, Jean	PhD (Psychology)	
ACWR1004 - Approaches to Literature	3	Lower	Wallace, David	PhD (English)	Nursing
			Jones, Elizabeth	PhD (English)	
			Hodgson, Chandra	PhD (English)	
			Bednar, Eva	PhD (English)	
			Hansen, Dana	MA (English)	
			McInnis, Lara	MA (second language education)	
			Sid-Ahmad, Muhammad	MA (English)	
			Bidaye, Prasad	MA (English)	
SOCI 1205 Behaviour Change for Healthy Living and Personal Growth	3	Lower	Gentner, Noah	PhD (Sport and Exercise Psychology)	Criminal Justice Child & Youth Care
BUS 154 Business Communications	3	Lower	Ross, Suzanne	MBA	B.Comm Degree
			Ouellette, Norma	MBA	
			Filsinger, Kathryn	LLM (labour and	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
				employment law)	
BUS 152 Business Information Systems	3	Lower	Alnawab, Hanadi	MSc (advanced computing)	B. Comm. Degrees
			Trippen, Gerhard	PhD (computer science)	
			MacDonald, Hugh	MA (conflict analysis& management; military studies)	
LAW 104 Business Law	3	Lower	Cunningham, Audel	LLM (European business law and international trade law)	B.Comm. Degrees
			Filsinger, Kathryn	LLM (labour and employment law)	
			Schucher, Karen	LLM	
			Maclean, Carolyn	LLM	
ECON 402 Business and Politics	3	Lower	Berry, Tim	MBA (finance)	None
			Younger, Arthur	PhD (social and political thought)	
AWCR 1002 – Business & Society	3	Lower	Wallace, David	PhD (English)	Nursing
			Jones, Elizabeth	PhD (English)	
			Robinson, Kim	PhD (English)	
			Sid-Ahmad, Muhammad	MA. (English)	
POLS 202 - Canada and the World: Trade, Diplomacy and War	3	Lower	Hambly, Dan	MA (history)	None
			Marotta, Jennifer	PhD (history)	
SOC1 202 Canadian Families: Past, Present and Future	3	Lower	Mazzuca, Josephine	PhD (sociology)	Bachelor of Behavioural Science
			Kagan, Danita	PhD (sociology)	
SOC1 405 City Life	3	Upper	Kagan, Danita	PhD (sociology)	None
			Anderson, Kate	PhD (sociology)	
			Lede, Mark	MA (sociology)	
Cross-Cultural	3	Lower	Londes, Alain	MBA (IT)	B.Comm

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Communication			deVries, Demitri	MSc (business science)	International Business
			Hopkinson, Barbara	MA (English literature)	
Cultural Psychology	3	Upper	Wainwright, Ann	PhD (developmental processes psychology)	None
			Fortune, Jennifer	PhD (cultural psychology)	
POLS 204 - Democracy and Dictatorship: Comparative Perspectives	3	Lower	Herman, Aileen	MA (political science)	None
			Irwin, Chris	PhD (social & political thought)	
PSYC 402 Developmental Psychology	3	Lower	Wainwright, Ann	PhD (developmental processes psychology)	Bachelor of Behavioural Science Nursing.
			Borovilos, Rena	MA (psychology)	
			Choi, Jean	PhD (experimental psychology)	
ACWR 106 Ecology, Nature and Society	3	Lower	Wallace, David	PhD (English)	Nursing
			Jones, Elizabeth	PhD (English)	
Economic Boom & Bust: Capitalism In Question	3	Upper	Irwin, Chris	PhD (social and political thought)	None
			Berry, Tim	MBA (finance)	
			Younger, Arthur	PhD (social and political thought)	
Gender, Culture & Power	3	Lower	Anderson, Kate	PhD (sociology)	None
			Kagan, Danita	PhD (sociology)	
Global International Politics	3	Lower	Irwin, Chris	PhD (social & political thought)	Bachelor Child & Youth Care
			Scott, Sonya	PhD (social and political thought)	
			Herman, Aileen	MA (political science)	
PSYC 160 Human Growth and Development	3	Lower	Snell, Heather	MES (human factors/ ergonomics)	Child & Youth Care Bachelor of Behavioural Science
			Ramey, Heather	PhD (child development)	
			Lackner, Tina	MSc (family)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
POLS 201 Human Security and World Disorder	3	Lower	Irwin, Chris	PhD (social and political thought)	None
			O'Brien-Ewara, Wendy	PhD (philosophy)	
			Scott, Sonya	PhD (social and political thought)	
Human Sexuality	3	Lower	Macaulay, Dawn	PhD (psychology)	None
			Wainwright, Ann	PhD (psychology)	
			Choi, Jean	PhD (psychology)	
ACWR 1005 Individuals and Communities	3	Lower	Wallace, David	PhD (English)	Nursing
			Jones, Elizabeth	PhD (English)	
International Relations in a Globalized World	3	Lower	Irwin, Chris	PhD (social and political thought)	Child & Youth Care
			Scott, Sonya	PhD (social and political thought)	
			Herman, Aileen	MA (political science)	
Introduction to Canadian Justice System	3	Lower	Thomson, Doug	D-Phil (criminology)	Criminal Justice, Paralegal
			Trovato, Frank	PhD (higher education)	
			Gamble, Mike	MSc (criminal justice)	
			McElligott, Greg	PhD (political science)	
			Patton, Tara	MA (criminology)	
			Webber, Jeanine	MSW	
ADV 110 Introduction to Advertising	3	Lower	Flint, Colin	PhD (experimental psychology)	Creative Advertising
			Rosen, Michael	MA (advertising design)	
			Bingham, Richard	MA (Renaissance history – drama)	
CRIM 151 Introduction to Criminology	3	Lower	Saeid, Aqeel	PhD (sociology)	Paralegal Criminal Justice
			Thomson, Doug	D-Phil (criminology)	
			Trovato, Frank	PhD (higher education)	
			Gamble, Mike	MSc (criminal justice)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			McElligott, Greg	PhD (political science)	
			Patton, Tara	MA (criminology)	
POLS 200 Introduction to Politics	3	Lower	Irwin, Chris	PhD (social and political thought)	None
			Herman, Aileen	MA (political science)	
			Hambly, Daniel	MA (history)	
			Ghisalberti, Giosuè	PhD (social and political thought)	
PSYC 200 Introduction to Psychology	3	Lower	Wainwright, Ann	PhD (developmental process psychology)	Bachelor of Behavioural Science Criminal Justice Child & Youth Care
			Borovilos, Rena	MA (psychology)	
			Choi, Jean	PhD (psychology)	
ACT 103 Introductory Accounting	3	Lower	Saxena, Ramesh	PhD (economics) CMA, CGA	B. Comm. Degrees
			Currie, John	MBA	
			Oestreicher, Jeff	MAcc, CA	
			Witt, Brad	MBA (financial management), CMA	
HIST 146 Leaders Through Time	3	Lower	Gendron, Pierre-Pascal	PhD (economics)	None
			Youssef, Youssef	PhD (management)	
			Rajapaksege, Sunil	PhD (business)	
			Brand, Henk	PhD (economics)	
POLS 210 Leadership	3	Lower	Berry, Tim	MBA (finance)	None
MKT 101 Marketing	3	Lower	Chhina, Amanpreet	PhD (international marketing)	Bachelor of Digital Communications B.Comm Creative Advertising
			Ouellette, Norma	MBA	
			Youssef, Youseef	PhD (management)	
Material Culture	3	Lower	Anderson, Kate	PhD (sociology)	None
			Joshi, Naveen	PhD (communication & culture)	
			Kagan, Danita	PhD (sociology)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
ECN 102 Microeconomics	3	Lower	Gendron, Pierre-Pascal	PhD (economics)	B.Comm. Degrees
			Brand, Henk	PhD (economics)	
			Ho, Michael	PhD (economics)	
ECON 200 Money, Markets and Democracy	3	Lower	Berry, Tim	MBA (finance)	None
			Younger, Arthur	PhD (social and political thought)	
Music in World Cultures	3	Lower	Laver, Mark	PhD	None
			Clump, Brad	MME	
Online Social Networks	3	Upper	Joshi, Naveen	PhD (communication & culture)	Bachelor of Digital Communications
			Radke, Nathan	MA (sociology)	
			Anderson, Nick	PhD	
PSYC 404 Personality Psychology	3	Upper	Wainwright, Ann	PhD (developmental processes psychology)	None
			Choi, Jean	PhD (experimental psychology)	
			Macaulay, Dawn	PhD (psychology)	
PLBA 100 Philosophy of Law	3	Lower	Schucher, Karen	LLM	Paralegal, Criminal Justice
POLS 250 Power	3	Lower	O'Brien-Ewara, Wendy	PhD (philosophy)	None
			Irwin, Chris	PhD (social and political thought)	
			Corey, Paul	PhD (religious studies)	
POLS 451 Power: The Question of Legitimation	3	Upper	O'Brien-Ewara, Wendy	PhD (philosophy)	None
			Scott, Sonya	PhD (social and political thought)	
ANTH 200 – Principles of Anthropology	3	Lower	Deckha, Nitin	PhD (anthropology)	None
SOC 201 Principles of Sociology	3	Lower	Kagan, Danita	PhD (sociology)	Criminal Justice
			Anderson, Kate	PhD (sociology)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			Shvarts, Alexander	PhD (sociology)	
			Walcott, William	PhD (sociology)	
			Mazzuca, Josephine	PhD (sociology)	
MGT. 354 - Project Management	3	Lower	Porter, Janet	DBA, PEng, PMP	B.Comm eBusiness Marketing B.Comm Human Resource Management B.Comm Management Studies
			Londes, Alain	MBA (IT)	
RSMT 201 Qualitative Research Methods	3	Lower	Andreae, Dan	PhD (adult education)	Criminal Justice Child & Youth Care B.Comm Management Studies International Development
			Younger, Arthur	PhD (social and political thought)	
			Campbell, Lillian	MA (psychology)	
			Mazzuca, Josephine	PhD (sociology)	
SOCI 300 Race, Gender & the Digital Age	3	Upper	Joshi, Naveen	PhD (communication & culture)	None
MSTU 100 Role of Media in Society	3	Lower	Rowe, Dan	PhD (mass communications)	Bachelor of Journalism Bachelor of Digital Communications
			Moore, Siobhan	MA (journalism)	
Social and Digital Media	3	Lower	Tavchar, Andrea	MA (adult education)	Bachelor of Digital Communications
			Rotman, Richard	MA (politics and international affairs)	
SOCI 301 Social Entrepreneurship	3	Upper	Shvarts, Alexander	PhD (sociology)	None
			Toor, Rumeet	MEd (higher education)	
PSYC 403 Social Psychology	3	Lower	Borovilos, Rena	MA (psychology)	Criminal Justice
			Macaulay, Dawn	PhD (psychology)	
SOCI 401	3	Upper	Kagan, Danita	PhD (sociology)	None

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Sociology of Consumption			Aujla, Angela	MA (sociology)	
			Shvarts, Alexander	PhD (sociology)	
			Mazzuca, Josephine	PhD (sociology)	
SOCI 200 Sociology of Health	3	Lower	Anderson, Kate	PhD (sociology)	None
			Kagan, Danita	PhD (sociology)	
			Walcott, William	PhD (sociology)	
			Shvarts, Alexander	PhD (sociology)	
SOCI 204 Sociology of the Everyday	3	Lower	Anderson, Kate	PhD (sociology)	None
			Shvarts, Alexander	PhD (sociology)	
PSYC 220 Sport & Performance Psychology	3	Lower	Gentner, Noah	PhD (kinesiology and sport studies)	None
MSU 120 Survey of Emerging Media	3	Lower	Bruce, Alison	MA (English language and literature)	Bachelor of Digital Communications
			Talib, Saman	PhD (media studies)	
SOCI 402 Technology and Social Change	3	Upper	Kagan, Danita	PhD (sociology)	Film & Media Production
			Radke, Nathan	MA (sociology)	
			Joshi, Naveen	PhD (communications and culture)	
POLS 212 The Corporation & Society	3	Lower	Berry, Tim	MBA (finance)	None
			Younger, Arthur	PhD (social and political thought)	
			Scott, Sonya	PhD (social and political thought)	
AWCR 1003 The Imagination – Self and Society	3	Lower	Wallace, David	PhD (English)	Nursing
			Jones, Elizabeth	PhD (English)	
			Lyden, Anne	PhD (English literature)	
The Making of a Beautiful Mind	3	Lower	Hansen, Dana	MA (English)	Nursing/1 AWCR credit
			Karn, Darren	MBA	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
The Underground Economy	3	Lower	Berry, Tim	MBA (finance)	None
			Younger, Arthur	PhD (social and political thought)	
			Manbahal, Michael	MA (economics)	
SOCI 203 – Understanding Mass Communication	3	Lower	Miller, Adam	PhD (communication and culture)	Bachelor of Digital Communications
ADV 120 Visual Communication	3	Upper	Bruce, Alison	MA (English language and literature)	Bachelor of Digital Communications Creative Advertising Film & Media Production
			Talib, Saman	PhD (media studies)	
POLS 401 -War and Morality	3	Upper	Irwin, Chris	PhD (social and political thought)	None
Arts and Humanities					
HIST 401 - Adolf Hitler and the Rise and Fall of Nazi Germany	3	Upper	Hambly, Dan	MA (history)	None
			Marotta, Jennifer	PhD (history)	
ENGL 202 Betrayal in Contemporary Fiction	3	Lower	Kappler, Mary Ellen	PhD (English)	None
			Nielson, Jim	PhD (English)	
PHIL 409 Brainstorm: Ideas and Arguments	3	Lower	Irwin, Chris	PhD, (social & political thought)	None
			Wright, Doug	PhD (philosophy)	
			Takacs, Mary	PhD (philosophy)	
			Senay, Suzanne	MA (philosophy)	
PHIL 413 - Business and Professional Ethics: Your Money and Your Life	3	Upper	Takacs, Mary	PhD (philosophy)	None
HIST 200 Canadian Studies: The Challenge Ahead	3	Lower	Hambly, Daniel	MA (history)	None
			Marotta, Jennifer	PhD (history)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
HUMA 406 Desire and Discontent	3	Upper	O'Brien-Ewara, Wendy	PhD (philosophy)	None
			Ghisalberti, Giosuè	PhD (social and political thought)	
PHIL 203 Ethics and Moral Theory	3	Lower	Takacs, Mary	PhD (philosophy)	None
			Wright, Doug	PhD (philosophy)	
			Irwin, Chris	PhD (social and political thought)	
			Culp, Daryl	PhD (theology)	
			Ghisalberti, Giosue	PhD (social and political thought)	
			Koffman, Jordan	PhD (philosophy)	
			Enns, Kent	MA (comparative literature)	
			Perelmuter, Zeev	PhD (philosophy)	
Existentialism	3	Upper	Takacs, Mary	PhD (philosophy)	None
			Corey, Paul	PhD (religious studies)	
			Peremeuter, Zeev	PhD (philosophy)	
HUMA 200 Film: Styles, Narratives and Techniques of the Moving Image	3	Lower	Enns, Kent	MA (comparative literature)	Bachelor of Digital Communications
			Miller, Adam	PhD (culture and communications)	
			Joshi, Naveen	PhD (communication and culture)	
HUMA 408 Good and Evil	3	Upper	Irwin, Chris	PhD (social and political thought)	None
			Corey, Paul	PhD (religious studies)	
HIST 148 Great Performances in Jazz	3	Upper	Scott, Andrew	PhD (music)	Music
			Rice, Bob	MA (composition)	
			Overs, Kieran	MMusic	
			Brubeck, Mattew	MMusic	
History of Canadian Music	3	Upper	Scott, Andrew	PhD (music)	Music
History of Jazz	3	Lower	Scott, Andrew	PhD (music)	Music
			Rice, Bob	MA (composition)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			Overs, Kieran	MMusic	
			Brubeck, Mattew	MMusic	
History of Popular Music	3	Lower	Scott, Andrew	PhD (music)	Music
HIST 201 Hitler and Stalin: Architects of Evil	3	Lower	Hambly, Daniel	MA (history)	None
PHIL 404 How is Society Possible? Conflict, Cooperation & Social Theory	3	Lower	O'Brien-Ewara, Wendy	PhD (philosophy)	None
			Enns, Kent	MA (comparative literature)	
HIST 402 - Josef Stalin: Red Tsar of the USSR	3	Upper	Hambly, Dan	MA (history)	None
			Marotta, Jennifer	PhD (history)	
HUMA 413 Justice: A Philosophical and Literary Approach	3	Lower	O'Brien-Ewara, Wendy	PhD (philosophy)	None
PHIL 402 Knowing and Believing: Epistemology	3	Upper	Wright, Doug	PhD (philosophy)	None
			Takacs, Mary	PhD (philosophy)	
			Chaparian, Melanie	MA (philosophy)	
PHIL 205 -Love and Sex: Philosophical Perspectives	3	Lower	Senay, Suzanne	MA (philosophy)	None
ENG 403 Love Stories	3	Lower	Kappler, Mary Ellen	PhD (English)	None
			Nielson, Jim	PhD (English)	
SOCI 206 Music in Contemporary Society	3	Lower	Klump, Brad	M Music Education	Music
			Scott, Andrew	PhD (music)	
			Sheard, Gord	PhD (ethnomusicology)	
HUMA 203 - Music, Meaning and Values	3	Lower	Whale, Mark	PhD (music)	Music
			Humphrey, Julian	PhD (music)	
PHIL 412 People, Mind and	3	Lower	Wright, Doug	PhD (philosophy)	None

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Body: Selfish Thoughts					
HUMA 407 Popular Culture: An Interdisciplinary Approach	3	Lower	Anderson, Kate	PhD (sociology)	None
			Miller, Adam	PhD (culture and communications)	
			Joshi, Naveen	PhD (communication and culture)	
HIST 202 – Prohibition: The History of Bad Behaviour	3	Lower	Hambly, Daniel	MA (history)	None
			Marrotta, Jennifer	PhD (history)	
HUMA 300 Religion in Society	3	Upper	Maintenay, Andre	PhD (religion)	None
			Corey, Paul	PhD (religious studies)	
			Culp, Daryl	Ph.D.(theology)	
HUMA 202 Religions of the World	3	Lower	Maintenay, Andre	PhD (religion)	None
			Corey, Paul	PhD (religious studies)	
			Culp, Daryl	Ph.D.(theology)	
Remix Culture	3	Lower	Joshi, Naveen	PhD (communication & culture)	Music
			Radke, Nathan	MA (history)	
HUMA 405 - Shakespeare and Film	3	Lower	Kappler, Mary Ellen	PhD (English)	None
			Nielson, Jim	PhD (English)	
PHIL 201 The Good Life: A Philosophic Investigation	3	Lower	Wright, Doug	PhD (philosophy)	None
PHIL 405 Theories of Beauty	3	Lower	O'Brien-Ewara, Wendy	PhD (philosophy)	None
			Wright, Doug	PhD (philosophy)	
			Takacs, Mary	PhD (philosophy)	
ENGL 201 Trauma and Memory in Literature	3	Upper	Kappler, Mary Ellen	PhD (English)	None
			Nielson, Jim	PhD (English)	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Science and Technology					
SCIE 200 Astronomy: Discovering our Place in the Universe	3	Lower	Paulin, Tatiana	MSc (astronomy)	None
			di Leo, Leo	PhD (theoretical physics)	
Electronic Fundamentals	3	Lower	Hassanali, Carl	PhD (space science)	None
			Al-Ansari, Kifah	PhD (electrical engineering)	
Evolution: Unraveling Life's Mysteries	3	Lower	di Leo, Leo	PhD (theoretical physics)	None
Fundamentals of Digital Electronics	3	Lower	Hassanali, Carl	PhD (space science)	None
			Al-Ansari, Kifah	PhD (electrical engineering)	
SCIE 207 History of Technology	3	Lower	Burke, Patrick	PhD (materials science & engineering)	Industrial Design
			Khan, Muhammad	Ph.D (electrical and computer engineering)	
			Cummings, Ken	MEd	
SCIE 202 Introduction to Environmental Studies	3	Lower	Stockton, Stephen	PhD (biology)	None
Introduction to the Human Body	3	Lower	Semple, Jeff	PhD (animal physiology and genetics)	Bachelor of Nursing
			Ramer, Matt	PhD (biology)	
			Stewart, Ron	PhD (medical sciences)	
Microbiology	3	Lower	Semple, Jeff	PhD (animal physiology and genetics)	Bachelor of Nursing
			Ramer, Matt	PhD (biology)	
			Stewart, Ron	PhD (medical sciences)	
SCIE 208 Nanotechnology	3	Lower	Hassanali, Carl	PhD	None
			Oliver, Carl	MA	

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			Al-Ansari, Kifah	PhD (electrical engineering)	
			Livanos, George	MESc, PEng	
Performance Enhancing Drugs, Nutritional Supplements & Athletic Performance	3	Lower	Fediuc, Sergiu	PhD (kinesiology and health science)	None
			Wilkinson, Sarah	PhD (kinesiology)	
SCIE 204 Popular Diets & Metabolism	3	Lower	Fediuc, Sergiu	PhD (kinesiology and health science)	None
			Logan-Sprenger, Heather	PhD (physiology)	
SCIE 408 Renewable Energy Systems	3	Upper	Jasser, Surinder	PhD, PEng	Bachelor of Interior Design
			Johnston, Ferre	M.A	
			Parashiv, Dragos	PhD, PEng	
Science and Pseudoscience	3	Lower	Stockton, Stephen	PhD (biology)	None
			Paulin, Tatiana	MSc (earth and space science)	
SCIE 203 - Science Matters: Introduction to the Sciences	3	Lower	di Leo, Leo	PhD (theoretical physics)	None
SCIE 403 Scientific Achievements	3	Upper	di Leo, Leo	PhD (theoretical physics)	None
			Paulin, Tatiana	MSc (earth and space science)	
Strange Science	3	Upper	Stockton, Stephen	PhD (biology)	None
			Paulin, Tatiana	MSc (earth and space science)	
The Body During Normal and Extreme Conditions	3	Lower	Wilkinson, Sarah	PhD (kinesiology)	None
			Fediuc, Sergiu	PhD (kinesiology and health science)	
			Logan-Sprenger, Heather	PhD (Physiology)	
			Selkirk, Glen	PhD (kinesiology and health science)	
SCIE 206	3	Lower	Hassanali, Carl	PhD (space science)	Bachelor of Digital

Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
The Wireless Web			Ramdas, Kevin	MASc (electrical engineering)	Communications
			Khan, Muhammad	PhD (electrical and computer engineering)	
Web Development	3	Lower	Alnawab, Hanadi	MSc (advanced computing)	Bachelor of Digital Communications B.Comm eBusiness Marketing B.Comm Fashion Management Bachelor Journalism
			Bierman, Peter	MBA	

Course Schedule 2

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
Year 1					
Semester 1	Government & Social Welfare	3			PhD
	Interpersonal Communication	3			MA, RSW
	Introduction to Psychology	3			PhD
	Principles of Sociology	3			PhD
	Breadth elective		3	See summary of breadth electives below.	
Semester 2	Ethics & Moral Theory	3			PhD
	Counselling Theory & Practice	3			MSW
	Group Dynamics	3			MSW
	Human Rights, Diversity & Social Inclusion	3			PhD
	Breadth elective		3	See summary of breadth electives below.	
Year 2					
Semester 3	Issues in Community & Institutional Corrections: Historical to Present				MA
	Introduction to the Canadian Criminal Justice System				D-Phil
	Conflict Management				PhD
	Introduction to Criminology	3			PhD
	Breadth Elective		3	See summary of breadth electives below.	

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
	Work Placement – Accumulation of minimum 420 hrs. to be completed prior to Semester 8 (no academic credit)				
Semester 4	Contemporary Policing	3			MSc
					PhD
	Victims in the Criminal Justice System	3		CRIM 151 – Introduction to Criminology	MES
					PhD
	Criminal Law & Procedure	3			MSc
	Breadth Elective		3	See summary of breadth electives below.	
	Breadth Elective		3	See summary of breadth electives below.	
Year 3				None	
Semester 5	Issues in Canadian Law	3		CRIM 101 Introduction to the Canadian Justice System LAW 153 Criminal Law & Procedure	D-Phil
	First Nations People & the Criminal Justice System	3		CRIM 101 Introduction to the Canadian Criminal Justice System SOC 113 Human Rights & Diversity	PhD
	Mixed Research Methods	3			PhD
	Introduction to Statistics	3			PhD
					PhD
	Breadth Elective		3	See summary of breadth electives below.	
Semester 6	Forensic Psychology	3		CRIM 151 Introduction to Criminology	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
	Sociological Theories of Crime	3		CRIM 151 Introduction to Criminology	PhD
	Discipline Elective	3		See summary of discipline electives below.	
	Breadth Elective		3	See summary of breadth electives below.	
	Breadth Elective		3	See summary of breadth electives below.	
Year 4					
Semester 7	Advanced Social Policy	3		30 Credits from Years 1 & 2	PhD
					MES
	Senior Level Thesis Research Project 1	3		30 Credits from Years 1 -4 including PSYC 203	PhD, RSW
					PhD
	Discipline Elective	3		See summary of discipline electives below.	
	Discipline Elective	3		See summary of discipline electives below.	
	Breadth Elective		3	See summary of breadth electives below.	
Semester 8	Restorative Justice	3		PSYC 203 Conflict Management	PhD
	Senior Level Thesis Research Project 2	3		Senior Level Thesis Research Project 1 30 Credits from Years 2 & 3	PhD, RSW
					PhD
	Discipline Elective	3		See summary of discipline electives below.	
	Discipline Elective	3		See summary of discipline electives below.	
	Breadth Elective		3	See summary of breadth electives below.	

Discipline Electives

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
Year 3 or 4, Semester 6, 7 or 8	Program Development & Evaluation	3		30 credits from Years 1 & 2	MA, RSW
Year 3 or 4, Semester 6, 7 or 8	Transformational Leadership & Advocacy	3		30 credits from Years 1 & 2	PhD
Year 3 or 4, Semester 6, 7 or 8	Responding to Primary & Secondary Trauma	3		30 credits from Years 1 & 2	PhD
Year 3 or 4, Semester 6, 7 or 8	Community Mobilization, Support & Empowerment	3		30 credits from Years 1 & 2	PhD
Year 3 or 4, Semester 6, 7 or 8	Mental Health Across the Lifespan	3		30 credits from Years 1 & 2	PhD
Year 3 or 4, Semester 6, 7 or 8	Organizational Behaviour	3		30 credits from Years 1 & 2	EdD
Year 3 or 4, Semester 6, 7 or 8	Case Management in the Correctional Services	3		30 credits from Years 1 & 2	MES PhD
Year 3 or 4, Semester 6, 7 or 8	Youth & Crime	3		30 credits from Years 1 & 2	MEd
					PhD, RSW
Year 3 or 4, Semester 6, 7 or 8	Comparative Criminal Justice Systems	3		30 credits from Years 1 & 2	MES
					PhD
Year 3 or 4, Semester 6, 7 or 8	Crime Prevention	3		30 credits from Years 1 & 2	D-Phil
Year 3 or 4, Semester 6, 7 or 8	Gender in Criminal Justice Systems	3		30 credits from Years 1 & 2	PhD
Year 3	Management in	3		30 credits from	PhD

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Highest Academic Qualification Earned and Professional Credentials
or 4, Semester 6, 7 or 8	Criminal Justice Systems			Years 1 & 2	
Year 3 or 4, Semester 6, 7 or 8	Institutional Culture	3		30 credits from Years 1 & 2	PhD

Non-Core Courses

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Society, Culture and Commerce				
FRAS 301 20 th Century Fashion	3	Lower	MA (art history) MBA	Fashion Management
Abnormal Psychology	3	Lower	PhD (developmental processes psychology) PhD (Psychology) PhD (Psychology)	Criminal Justice, Nursing, Child & Youth Care, Bachelor of Behavioural Science
ACWR1004 - Approaches to Literature	3	Lower	PhD (English) PhD (English) PhD (English) PhD (English) MA (English) MA (second language education) MA (English) MA (English)	Nursing
SOCI 1205 Behaviour Change for Healthy Living and Personal Growth	3	Lower	PhD (Sport and Exercise Psychology)	Criminal Justice Child & Youth Care
BUS 154 Business Communications	3	Lower	MBA MBA LLM (labour and employment law)	B.Comm Degree
BUS 152 Business Information Systems	3	Lower	MSc (advanced computing) PhD (computer science) MA (conflict analysis & management; military studies)	B. Comm. Degrees
LAW 104 Business Law	3	Lower	LLM (European business law and international trade law) LLM (labour and employment law) LLM LLM	B.Comm. Degrees

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
ECON 402 Business and Politics	3	Lower	MBA (finance)	None
			PhD (social and political thought)	
AWCR 1002 – Business & Society	3	Lower	PhD (English)	Nursing
			PhD (English)	
			PhD (English)	
			MA. (English)	
POLS 202 -Canada and the World: Trade, Diplomacy and War	3	Lower	MA (history)	None
			PhD (history)	
SOC1 202 Canadian Families: Past, Present and Future	3	Lower	PhD (sociology)	Bachelor of Behavioural Science
			PhD (sociology)	
SOC1 405 City Life	3	Upper	PhD (sociology)	None
			PhD (sociology)	
			MA (sociology)	
Cross-Cultural Communication	3	Lower	MBA (IT)	B.Comm International Business
			MSc (business science)	
			MA (English literature)	
Cultural Psychology	3	Upper	PhD (developmental processes psychology)	None
			PhD (cultural psychology)	
POLS 204 - Democracy and Dictatorship: Comparative Perspectives	3	Lower	MA (political science)	None
			PhD (social & political thought)	
PSYC 402 Developmental Psychology	3	Lower	PhD (developmental processes psychology)	Bachelor of Behavioural Science
			MA (psychology)	
			PhD (experimental psychology)	Nursing.

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
ACWR 106 Ecology, Nature and Society	3	Lower	PhD (English)	Nursing
			PhD (English)	
Economic Boom & Bust: Capitalism In Question	3	Upper	PhD (social and political thought)	None
			MBA (finance)	
			PhD (social and political thought)	
Gender, Culture & Power	3	Lower	PhD (sociology)	None
			PhD (sociology)	
Global International Politics	3	Lower	PhD (social & political thought)	Bachelor Child & Youth Care
			PhD (social and political thought)	
			MA (political science)	
PSYC 160 Human Growth and Development	3	Lower	MES (human factors/ergonomics)	Child & Youth Care Bachelor of Behavioural Science
			PhD (child development)	
			MSc (family)	
POLS 201 Human Security and World Disorder	3	Lower	PhD (social and political thought)	None
			PhD (philosophy)	
			PhD (social and political thought)	
Human Sexuality	3	Lower	PhD (psychology)	None
			PhD (psychology)	
			PhD (psychology)	
ACWR 1005 Individuals and Communities	3	Lower	PhD (English)	Nursing
			PhD (English)	
International Relations in a Globalized World	3	Lower	PhD (social and political thought)	Child & Youth Care
			PhD (social and political thought)	
			MA (political science)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Introduction to Canadian Justice System	3	Lower	Ph.D.(criminology)	Criminal Justice, Paralegal
			PhD (higher education)	
			MSc (criminal justice)	
			PhD (political science)	
			MA (criminology)	
			MSW	
ADV 110 Introduction to Advertising	3	Lower	PhD (experimental psychology)	Creative Advertising
			MA (advertising design)	
			MA (Renaissance history – drama)	
CRIM 151 Introduction to Criminology	3	Lower	PhD (sociology)	Paralegal Criminal Justice
			PhD (criminology)	
			PhD (higher education)	
			MSc (criminal justice)	
			PhD (political science)	
			MA (criminology)	
POLS 200 Introduction to Politics	3	Lower	PhD (social and political thought)	None
			MA (political science)	
			MA (history)	
			PhD (social and political thought)	
PSYC 200 Introduction to Psychology	3	Lower	PhD (developmental process psychology)	Bachelor of Behavioural Science Criminal Justice Child & Youth Care
			MA (psychology)	
			PhD (psychology)	
ACT 103 Introductory Accounting	3	Lower	PhD (economics) CMA, CGA	B. Comm. Degrees
			MBA	
			MAcc, CA	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			MBA (financial management), CMA	
HIST 146 Leaders Through Time	3	Lower	PhD (economics)	None
			PhD (management)	
			PhD (business)	
			PhD (economics)	
POLS 210 Leadership	3	Lower	MBA (finance)	None
MKT 101 Marketing	3	Lower	PhD (international marketing)	Bachelor of Digital Communications B.Comm Creative Advertising
			MBA	
			PhD (management)	
Material Culture	3	Lower	PhD (sociology)	None
			PhD (communication & culture)	
			PhD (sociology)	
ECN 102 Microeconomics	3	Lower	PhD (economics)	B.Comm. Degrees
			PhD (economics)	
			PhD (economics)	
ECON 200 Money, Markets and Democracy	3	Lower	MBA (finance)	None
			PhD (social and political thought)	
Music in World Cultures	3	Lower	PhD	None
			MME	
Online Social Networks	3	Upper	PhD (communication & culture)	Bachelor of Digital Communications
			MA (sociology)	
			PhD	
PSYC 404 Personality Psychology	3	Upper	PhD (developmental processes psychology)	None
			PhD (experimental psychology)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			PhD (psychology)	
PLBA 100 Philosophy of Law	3	Lower	LLM	Paralegal, Criminal Justice
POLS 250 Power	3	Lower	PhD (philosophy)	None
			PhD (social and political thought)	
			PhD (religious studies)	
POLS 451 Power: The Question of Legitimation	3	Upper	PhD (philosophy)	None
			PhD (social and political thought)	
ANTH 200 – Principles of Anthropology	3	Lower	PhD (anthropology)	None
SOC 201 Principles of Sociology	3	Lower	PhD (sociology)	Criminal Justice
			PhD (sociology)	
			PhD (sociology)	
			PhD (sociology)	
			PhD (sociology)	
MGT. 354 - Project Management	3	Lower	DBA, PEng, PMP	B.Comm eBusiness Marketing B.Comm Human Resource Management B.Comm Management Studies
			MBA (IT)	
RSMT 201 Qualitative Research Methods	3	Lower	PhD (adult education)	Criminal Justice Child & Youth Care B.Comm Management Studies International Development
			PhD (social and political thought)	
			MA (psychology)	
			PhD (sociology)	
SOCI 300 Race, Gender & the	3	Upper	PhD (communication & culture)	None

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Digital Age				
MSTU 100 Role of Media in Society	3	Lower	PhD (mass communications)	Bachelor of Journalism Bachelor of Digital Communications
			MA (journalism)	
Social and Digital Media	3	Lower	MA (adult education)	Bachelor of Digital Communications
			MA (politics and international affairs)	
SOCI 301 Social Entrepreneurship	3	Upper	PhD (sociology)	None
			MEd (higher education)	
PSYC 403 Social Psychology	3	Lower	MA (psychology)	Criminal Justice
			PhD (psychology)	
SOCI 401 Sociology of Consumption	3	Upper	PhD (sociology)	None
			MA (sociology)	
			PhD (sociology)	
			PhD (sociology)	
SOCI 200 Sociology of Health	3	Lower	PhD (sociology)	None
			PhD (sociology)	
			PhD (sociology)	
			PhD (sociology)	
SOCI 204 Sociology of the Everyday	3	Lower	PhD (sociology)	None
			PhD (sociology)	
PSYC 220 Sport & Performance Psychology	3	Lower	PhD (kinesiology and sport studies)	None
MSU 120 Survey of Emerging Media	3	Lower	MA (English language and literature)	Bachelor of Digital Communications
			PhD (media studies)	
SOCI 402 Technology and Social Change	3	Upper	PhD (sociology)	Film & Media Production
			MA (sociology)	
			PhD (communications and	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			culture)	
POLS 212 The Corporation & Society	3	Lower	MBA (finance)	None
			PhD (social and political thought)	
			PhD (social and political thought)	
AWCR 1003 The Imagination – Self and Society	3	Lower	PhD (English)	Nursing
			PhD (English)	
			PhD (English literature)	
The Making of a Beautiful Mind	3	Lower	MA (English)	Nursing/1 AWCR credit
			MBA	
The Underground Economy	3	Lower	MBA (finance)	None
			PhD (social and political thought)	
			MA (economics)	
SOCI 203 – Understanding Mass Communication	3	Lower	PhD (communication and culture)	Bachelor of Digital Communications
ADV 120 Visual Communication	3	Upper	MA (English language and literature)	Bachelor of Digital Communications Creative Advertising Film & Media Production
			PhD (media studies)	
POLS 401 -War and Morality	3	Upper	PhD (social and political thought)	None
Arts and Humanities				
HIST 401 - Adolf Hitler and the Rise and Fall of Nazi Germany	3	Upper	MA (history)	None
			PhD (history)	
ENGL 202 Betrayal in Contemporary Fiction	3	Lower	PhD (English)	None
			PhD (English)	
PHIL 409 Brainstorm: Ideas and Arguments	3	Lower	PhD, (social & political thought)	None
			PhD (philosophy)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			PhD (philosophy)	
			MA (philosophy)	
PHIL 413 - Business and Professional Ethics: Your Money and Your Life	3	Upper	PhD (philosophy)	None
HIST 200 Canadian Studies: The Challenge Ahead	3	Lower	MA (history)	None
			PhD (history)	
HUMA 406 Desire and Discontent	3	Upper	PhD (philosophy)	None
			PhD (social and political thought)	
PHIL 203 Ethics and Moral Theory	3	Lower	PhD (philosophy)	None
			PhD (philosophy)	
			PhD (social and political thought)	
			PhD (theology)	
			PhD (social and political thought)	
			PhD (philosophy)	
			MA (comparative literature)	
			PhD (philosophy)	
Existentialism	3	Upper	PhD (philosophy)	None
			PhD (religious studies)	
			PhD (philosophy)	
HUMA 200 Film: Styles, Narratives and Techniques of the Moving Image	3	Lower	MA (comparative literature)	Bachelor of Digital Communications
			PhD (culture and communications)	
			PhD (communication and culture)	
HUMA 408 Good and Evil	3	Upper	PhD (social and political thought)	None
			PhD (religious studies)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
HIST 148 Great Performances in Jazz	3	Upper	PhD (music)	Music
			MA (composition)	
			MMusic	
			MMusic	
History of Canadian Music	3	Upper	PhD (music)	Music
History of Jazz	3	Lower	PhD (music)	Music
			MA (composition)	
			MMusic	
			MMusic	
History of Popular Music	3	Lower	PhD (music)	Music
HIST 201 Hitler and Stalin: Architects of Evil	3	Lower	MA (history)	None
PHIL 404 How is Society Possible? Conflict, Cooperation & Social Theory	3	Lower	PhD (philosophy)	None
			MA (comparative literature)	
HIST 402 - Josef Stalin: Red Tsar of the USSR	3	Upper	MA (history)	None
			PhD (history)	
HUMA 413 Justice: A Philosophical and Literary Approach	3	Lower	PhD (philosophy)	None
PHIL 402 Knowing and Believing: Epistemology	3	Upper	PhD (philosophy)	None
			PhD (philosophy)	
			MA (philosophy)	
PHIL 205 -Love and Sex: Philosophical Perspectives	3	Lower	MA (philosophy)	None
ENG 403 Love Stories	3	Lower	PhD (English)	None
			PhD (English)	
SOCL 206 Music in Contemporary Society	3	Lower	M Music Education	Music
			PhD (music)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			PhD (ethnomusicology)	
HUMA 203 - Music, Meaning and Values	3	Lower	PhD (music)	Music
			PhD (music)	
PHIL 412 People, Mind and Body: Selfish Thoughts	3	Lower	PhD (philosophy)	None
HUMA 407 Popular Culture: An Interdisciplinary Approach	3	Lower	PhD (sociology)	None
			PhD (culture and communications)	
			PhD (communication and culture)	
HIST 202 – Prohibition: The History of Bad Behaviour	3	Lower	MA (history)	None
			PhD (history)	
HUMA 300 Religion in Society	3	Upper	PhD (religion)	None
			PhD (religious studies)	
			Ph.D.(theology)	
HUMA 202 Religions of the World	3	Lower	PhD (religion)	None
			PhD (religious studies)	
			Ph.D.(theology)	
Remix Culture	3	Lower	PhD (communication & culture)	Music
			MA (history)	
HUMA 405 - Shakespeare and Film	3	Lower	PhD (English)	None
			PhD (English)	
PHIL 201 The Good Life: A Philosophic Investigation	3	Lower	PhD (philosophy)	None
PHIL 405 Theories of Beauty	3	Lower	PhD (philosophy)	None
			PhD (philosophy)	
			PhD (philosophy)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
ENGL 201 Trauma and Memory in Literature	3	Upper	PhD (English)	None
			PhD (English)	
Science and Technology				
SCIE 200 Astronomy: Discovering our Place in the Universe	3	Lower	MSc (astronomy)	None
			PhD (theoretical physics)	
Electronic Fundamentals	3	Lower	PhD (space science)	None
			PhD (electrical engineering)	
Evolution: Unraveling Life's Mysteries	3	Lower	PhD (theoretical physics)	None
Fundamentals of Digital Electronics	3	Lower	PhD (space science)	None
			PhD (electrical engineering)	
SCIE 207 History of Technology	3	Lower	PhD (materials science & engineering)	Industrial Design
			Ph.D (electrical and computer engineering)	
			MEd	
SCIE 202 Introduction to Environmental Studies	3	Lower	PhD (biology)	None
Introduction to the Human Body	3	Lower	PhD (animal physiology and genetics)	Bachelor of Nursing
			PhD (biology)	
			PhD (medical sciences)	
Microbiology	3	Lower	PhD (animal physiology and genetics)	Bachelor of Nursing
			PhD (biology)	
			PhD (medical sciences)	
SCIE 208 Nanotechnology	3	Lower	PhD	None
			MA	
			PhD (electrical engineering)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
			MESc, PEng	
Performance Enhancing Drugs, Nutritional Supplements & Athletic Performance	3	Lower	PhD (kinesiology and health science)	None
			PhD (kinesiology)	
SCIE 204 Popular Diets & Metabolism	3	Lower	PhD (kinesiology and health science)	None
			PhD (physiology)	
SCIE 408 Renewable Energy Systems	3	Upper	PhD, PEng	Bachelor of Interior Design
			M.A	
			PhD, PEng	
Science and Pseudoscience	3	Lower	PhD (biology)	None
			MSc (earth and space science)	
SCIE 203 - Science Matters: Introduction to the Sciences	3	Lower	PhD (theoretical physics)	None
SCIE 403 Scientific Achievements	3	Upper	PhD (theoretical physics)	None
			MSc (earth and space science)	
Strange Science	3	Upper	PhD (biology)	None
			MSc (earth and space science)	
The Body During Normal and Extreme Conditions	3	Lower	PhD (kinesiology)	None
			PhD (kinesiology and health science)	
			PhD (Physiology)	
			PhD (kinesiology and health science)	
SCIE 206 The Wireless Web	3	Lower	PhD (space science)	Bachelor of Digital Communications
			MASc (electrical engineering)	
			PhD (electrical and computer engineering)	

Course Title	Total Non-Core Course Credit Hours	Level	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Web Development	3	Lower	MSc (advanced computing)	Bachelor of Digital Communications
			MBA	B.Comm eBusiness Marketing B.Comm Fashion Management Bachelor Journalism

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SECTION 3: PROGRAM SELF STUDY

3.1 Program Self-Assessment

DEGREE PROGRAM REVIEW 2013-2014



HUMBER

Fall 2013

Bachelor of Applied Arts – Criminal Justice

The contents of this document constitute the review of the above program as organized by the Program Planning, Development and Renewal Office at Humber College Institute of Technology and Advanced Learning.

Period under review: Academic Years 2009/2010 – 2013/2014

Bachelor of Applied Arts – Criminal Justice #2220

SIGNATURES

School: [School of Social & Community Services](#)

Dean: [Gina Antonacci](#) Signature: _____

Associate Dean: [Derek Stockley](#) Signature: _____

Program Coordinator: [Jeanine Webber](#) Signature: _____

DATE COMPLETED: _____

Summary of Program Review

Program Elements			Meets Expectations	Needs Minor Improvement	Needs Major Improvement	Page Number
1.0	Program Objectives, Recruitment, Admissions & Enrolment	Program Objectives	√			4
		Recruitment, Admissions & Enrolment	√			6
2.0	Program Title and Content	Program Title and Curriculum		√		13
		Breadth Requirements		√		22
3.0	Program Content and Delivery	Curriculum Quality Assurance	√			29
		Student Assessment	√			32
		Placement Component	√			34
		Partnerships	√			36
		Credential Recognition and Accreditation	N/A			*
		Associations	N/A			*
		Faculty Quality Assurance	√			36
4.0	Graduation and Employment Outlook	Learner Completion	√			39
5.0	Learner Experience	Student Financial and Academic Support	√			43
		Student Involvement	√			44
		Student Focus Group Reports		√		47
6.0	Program Resources	Human Resources	√			60
		Physical Resources	√			65
		Advisory Committee	√			67
		Learning Resources	√			68
		Fiscal Resources	√			70
7.0	Annual Program Quality Assurance Checklists		√			70
8.0	Assessment Against the Standards		√			71

1.0 PROGRAM OBJECTIVES, RECRUITMENT, ADMISSIONS and ENROLMENT

PROGRAM OBJECTIVES

1.1 State the goals/purpose of the program.

This program provides students with a broad-based understanding of the criminal justice system.

It combines theory and applied skills to provide students with the breadth of knowledge and experience necessary to meet the demands of a position in this field. Special emphasis is placed on understanding the perspectives of offenders, front-line professionals, administrators, the community and others who come into contact with the criminal justice system. The program also prepares students for further study at the graduate level in criminal justice.

1.2 How does the program compare with those offered at other Canadian and international colleges and universities?

The following is a comparison to other criminal justice programs:

- *Conestoga College – Bachelor of Community and Criminal Justice* – While this program is similar to Humber’s offering a pre-placement course and a placement term, students choose pathways in policing or community justice. Humber’s program offers a broader, multi-disciplinary approach and a cumulative criminal justice research project in the final year of study.
- *Ryerson University – Bachelor of Arts in Criminal Justice & Criminology* – This program shares a common two-year foundation with programs in Politics & Governance, Psychology, & Sociology. Humber’s Criminal Justice program provides students with a multi-disciplinary approach including a focus on sociology, psychology, and criminology courses directly related to the criminal justice field; it also offers a wider breadth of advanced, required criminal justice courses.
- *York University – Bachelor of Arts in Criminology* – This program offers an interdisciplinary approach similar to Humber’s. However, the emphasis is on the complexities of institutional arrangements and legal procedures. Unlike York’s program, students in Humber’s program are required to complete two work placements allowing them to put knowledge and skills covered in the classroom into practice.
- *University of Toronto – Bachelor of Arts in Criminology* – this program is similar to the program offered at Humber by providing students with a foundation for the understanding of crime and the administration of justice in Canada, and the broad processes of social order and disorder. It incorporates theory from a wide range of social disciplines. There is no mandatory work placement in U. of T.’s program
- *University of Toronto Mississauga Campus – Criminology and Socio-Legal Studies* - This program provides a broad foundation for students with an academic, professional or civic interest in issues of crime and its control. The program prepares students for careers in law, criminal justice and for research in the area of criminal justice. This includes research for police, for the Ministry of the Attorney General and other public and private organizations that engage in research concerning law, criminality and its adjudication and administration. There is an opportunity for senior students to gain an academic credit by taking part

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in a 200-hour unpaid internship at municipal social service departments, courts or parole offices, or other organizations. This program is similar to Humber's although Humber students take part in two mandatory work terms for a total of 640 hours.

1.3 How does the program contribute to the Strategic Priorities as outlined in Humber's 2013-2018 Strategic Plan?

Humber's Strategic Priorities:

- *Strengthening Humber's polytechnic identity*
 - Optimize and differentiate Humber's programs, credentials and services*
 - Leverage the range of Humber programs to lead the system in providing pathways*
 - Demonstrate Humber's distinctiveness as an exemplary provider of postsecondary education that blends theoretical, applied and breadth learning*
- *Sustained focus on teaching and learning excellence*
 - Live the values of a "learning organization"*
 - Ensure an exceptional student experience for a diverse student body*
 - Demonstrate leadership in innovative teaching and learning strategies*
- *Maximizing the impact of partnerships*
 - Ensure essential linkages with industry and key external stakeholders*
 - Build and maintain beneficial relationships with alumni*
 - Enhance creative connections with education and community partners*

The School of Social and Community Services encourages certificate and diploma students to continue their education through a pathways initiative into degree and graduate certificate studies. Community and Justice Services, Police Foundations and Protection Security Investigations graduates with an overall GPA of at least 75% and a minimum grade of 70% in either COMM 200 or 300 are granted advanced standing in the B. A. A. – Criminal Justice program.

Projects and especially the capstone course (CRIM 452) are focused on using both theoretical and applied skills to synthesize learning. Upon completion of this program, graduates may either pursue employment or post-graduate study opportunities. Humber and Niagara University have a signed agreement that allows Humber's Criminal Justice graduates with a GPA of 75% to transfer into the Master of Criminal Justice Administration program at Niagara. Students are offered 3 courses of advanced standing in that Master's program

Humber's program provides students with breadth courses based on a range of theoretical frameworks drawn from the social sciences, arts, humanities and science as a basis for critical analysis and innovative decision-making. The blending of breadth courses with professional program-specific curricula offers opportunities for the enhancement of the workplace skills, knowledge and understanding that graduates need to take leadership roles in their professions and in the broader community.

To help students prepare for the academic nature of this program, faculty offer a "License to Write" seminar series in semester one where they attend workshops on fundamental academic skills such as essay writing, APA style, library research methods, and professional communication strategies. The pedagogical philosophy is to help students develop the skills to be successful at a baccalaureate level of study.

Throughout the four years of their program, students are encouraged to network with industry professionals by attending the Criminal Justice Speaker series, the Police Chief Gala, the Association of Black Law Enforcers, and other events hosted by the School of Social and Community Services or Humber, in general. They are also

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encouraged to gain relevant work experience through part-time jobs or volunteering, in addition to completing two 8 week block placements. Graduates of the program have a wide variety of social media tools at their disposal (e.g., LinkedIn) with which to maintain and broaden their professional network and find out about job openings. In addition, graduates have access to a multitude of job search web sites.

RECRUITMENT, ADMISSIONS AND ENROLMENT

1.4 Based on the demographic profiles of the students in the following two charts, are there any changes to the program that should be made?

There are no recommended changes. The program has a diverse group of students that matches the community.

Gender & Ages of Program Entrants – Profile 1

Year	Number of Entrants	Male	Female
2009-2010	63	33%	66%
2010-2011	71	51%	49%
2011-2012	115	48%	52%
2012-2013	113	46%	54%
2013-2014	129	38%	62%

Student Ages	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<18	0	28	43	43	51
19-25	58	40	67	69	74
26-36	4	3	3	1	2
37-46	0	0	1	0	0
47-56	1	0	1	0	0
> 57	0	0	0	0	0

Gender & Ages of Program Entrants – Profile A

Year	Number of Entrants	Male	Female
2009-2010	41	56%	44%
2010-2011	26	69%	31%
2011-2012	45	74%	26%
2012-2013	64	71%	29%
2013-2014	32	41%	59%

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Student Ages	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
< 18	0	0	0	0	0
19-25	36	25	40	31	26
26-36	5	0	5	3	6
37-46	0	1	0	0	0
47-56	0	0	0	0	0
> 57	0	0	0	0	0

Gender & Ages of Program Entrants – Profile B

Year	Number of Entrants	Male	Female
Winter 2012	10	30%	70%
Winter 2013	13	8%	92%

Student Ages	Winter 2012	Winter 2013
< 18	0	0
19-25	9	9
26-36	1	4
37-46	0	0
47-56	0	0
57-65	0	0
> 65	0	0

1.5 With regard to the criteria for admission to the program:

- a. Describe the program’s admission/recruitment process, including the criteria for admission (e.g. high school grades, prerequisites, test scores, interview scores, etc.)

In order to recruit students, the program engages in a number of strategies. These include participating in the college’s fall and spring open houses, hosting a booth at the annual Ontario College Information Fair, and the Ontario Universities’ Fair. The School of Social and Community Services runs an advertising campaign for the Bachelor of Applied Arts Criminal Justice program which includes billboards, TTC ads, and ads on taxis. The program participates in the “Be Your Degree” event each year. The School hosts an information night for all applicants each year and has also hosted outreach events such as a “mock investigation and trial” for an after school program. In addition, Humber regularly distributes brochures and information about the program to provincial secondary schools, and responds to all guidance counselor and student inquiries about the program.

To be admitted to the program from secondary school, applicants must meet the following criteria:

- Ontario Secondary School Diploma (OSSD)

- Grade 12U English (ENG4U) with a minimum grade of 65%
- Five Grade 12U or M courses in addition to those listed above with a minimum 65% overall average

Additional Requirements:

- Valid Heart Saver Automated External Defibrillator (AED) (C) and Standard First Aid certificates are required before the beginning of each field placement experience
- Some work placement agencies have standards for minimum hearing and vision.
- Employers that provide work term opportunities may require students to undergo a police record check for criminal offences, and mandatory bonding is a requirement for some sectors of the criminal justice field.
- A police record check will be requested during your program of study

b. If the admissions process includes a subjective component, how does the program ensure fairness?

The admissions process does not include a subjective component

c. Are there any changes you would like to see made to the recruitment/admissions process? Why?

Not at this time.

1.7 Consider the data below related to enrolment trends:

Enrolment Data for Profile 1– Semester 1

Year	Domestic Enrolment Data			International Enrolment Data			Total Enrolment	Target Enrolment
	Applied	Approved	Enrolled	Applied	Approved	Enrolled		
F 2009	676	278	62	16	9	1	63	65
F 2010	603	224	70	14	4	1	70	63
F 2011	1113	450	116	23	4	1	115	115
F 2012	988	466	113	16	3	0	113	118
F 2013	1002	415	129	19	5	0	129	120

Entrants' Academic Background

Academic Background of New Intakes	New Entrants 2009-2010	New Entrants 2010-2011	New Entrants 2011-2012	New Entrants 2012-2013	New Entrants 2013-2014
High School	44	57	84	95	96
Mature	2	2	9	1	1
Transfer – College	14	8	16	10	16
Transfer -- University	3	3	6	7	16
Total Students Registered in Semester 1	63	70	115	113	129
Total Students Commencing Program	104	96	161	158	161
Average High School GPA of students listed above	72.7	72.6	72.4	72.4	72
Range of Overall Secondary School GPAs	63.8 – 84.8	62.2 – 85.0	60.3 – 89.7	60.0 – 90.8	57.0-91.3
Number of Students from above granted Advanced Standing (Block Transfer) into the Program	0	1	0	0	0
Number of Students from above granted Transfer Credit	2	2	8	3	9
Total Number of Transfer Credits	33	9	96	42	144

- a. Describe the transfer processes by which students can enter into the program from the diploma level and degree level offered at other institutions and/or other jurisdictions.

Graduates of the Police Foundations diploma program and the Protection, Security and Investigations diploma program with an overall grade point average (GPA) of 75 per cent or higher may be considered for admission to the four-year B. A. A. – Criminal Justice program and may complete the degree with the equivalent of six semesters of full-time study plus two eight-week work terms. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher.

Graduates of the Community and Justice Services diploma program with an overall GPA of 75 per cent or higher may be considered for admission to the four-year B. A. A. – Criminal Justice program and may complete the degree with the equivalent of five semesters of full-time study plus two eight-week work terms unless they are exempt from previous studies. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher.

- b. Is there any way to improve the pathway opportunities for students to transfer into this degree program?

The program is considering ways to improve transfer pathways and the processes for transfer as part of this review, and may have recommendations for the consent renewal submission.

- c. Over the last five years, how many students have entered into the program via the various transfer processes? (Please distinguish between the numbers for each type of transfer and indicate the common point of entry and amount of credit awarded to transfer students).

Over the past five years, 186 students have entered the program via the transfer processes. Of these students, 163 transferred into profile A of the program. Profile A represents students who received a diploma in the Police Foundations program. Community and Justice Services (CJS) program graduates from 2009 - 2011 also entered the degree with advanced standing in Profile A. The CJS transfer students were from Humber and other colleges. Profile B was introduced in the winter 2012 semester and represents students who received a diploma in the CJS programs at Humber and other colleges. They also entered the degree with advanced standing. Since then, 23 students have transferred into profile B of the Criminal Justice program.

- d. How successful have transfer students been in the program?

To date, this program has had two graduating classes. Students who transferred into the program have done very well. Of the 81 transfer students eligible to graduate, 60 have graduated so far.

2009 Cohort:

Forty-one students transferred into semester 3 of the Criminal Justice program from the Police Foundations diploma program and 5 transferred into semester 4 from Community & Justice Services diploma program. Of these students, 31 graduated on time (Winter 2012) and 2 graduated from the Summer 2012 semester. Three students were required to withdraw and 2 students left the program after the fourth semester. And, 3 students left the program in semester 8. One student returned from interrupted studies and joined the 2010 cohort. One student is currently still enrolled in the program.

2010 Cohort:

Twenty-six students transferred into the program after completing a diploma in Police Foundations and 9 students transferred into the program after completing a diploma in the Community & Justice Services program. Of the 35 students enrolled in the 2010 cohort, 26 graduated on time (Winter 2013) and 1 student graduated in the Summer 2013 semester.

Five students returned from interrupted studies, one in the fifth semester and three in the seventh semester, and 1 in the eighth semester. Two students left, 2 students were placed on probation and did not return, and 1 student was withdrawn from the program after the fourth semester. Two students left the program after the fifth semester. One student was placed on probation and did not return, and 1 student left the program after the sixth semester. Two students left the program after semester 7 and 2 students left the program in semester 8.

During their first semester in the degree program, transfer students do experience some challenges with the increased focus on theory, different types of readings that may be assigned and the emphasis on independent learning.

Retention Data by Cohort – Profile 1

2009 Cohort								
	Semester							
	1	2	3	4	5	6	7	8
Total Enrolment	63	59	48	42	38	34	33	33
Withdrew from Program	-4	-11	-6	-5	-4	-1	0	0
Transfers –College	0	0	0	0	0	0	0	0
Transfers –Humber Degree	0	0	0	0	0	0	0	0
Returned from Interrupted Studies	0	0	0	1	0	0	0	0
2010 Cohort								
	Semester							
	1	2	3	4	5	6		
Total Enrolment	70	59	53	47	41	42		
Withdrew from Program	-12	-8	-7	-9	0	-1		
Transfers –College	0	0	0	0	0	0		
Transfers –Humber Degree	0	0	0	0	0	0		
Returned from Interrupted Studies	1	2	1	3	1	3		
2011 Cohort								
	Semester							
	1	2	3	4				
Total Enrolment	115	94	84	77				
Withdrew from Program	-23	-15	-7	-3				
Transfers –College	0	0	0	0				
Transfers –Humber Degree	0	0	0	0				
Returned from Interrupted Studies	2	5	0	1				
2012 Cohort								
	Semester							
	1	2						
Total Enrolment	113	94						
Withdrew from Program	-23	-17						
Transfers –College	0	0						
Transfers –Humber Degree	0	0						
Returned from Interrupted Studies	4	4						

Retention Data by Cohort – Profile A

2009 Cohort						
	Semester					
	3	4	5	6	7	8
Total Enrolment	41	45	40	39	38	38
Withdrew from Program	-1	-5	-1	-1	0	-7
Transfers –College	5	0	0	0	0	0
Transfers –Humber Degree	0	0	0	0	0	0
Returned from Interrupted Studies	0	0	0	0	0	0
2010 Cohort						
	Semester					
	3	4	5	6	7	8
Total Enrolment	26	35	31	29	30	29
Withdrew from Program	0	-5	-2	-2	-1	-3
Transfers –College	9	0	0	0	0	0
Transfers –Humber Degree	0	0	0	0	0	0
Returned from Interrupted Studies	0	1	0	3	1	0
2011 Cohort						
	Semester					
	3	4	5	6		
Total Enrolment	46	37	36	29		
Withdrew from Program	-10	-2	-7	-2		
Transfers –College	1	0	0	0		
Transfers –Humber Degree	0	0	0	0		
Returned from Interrupted Studies	0	1	0	3		
2012 Cohort						
	Semester					
	3	4				
Total Enrolment	35	28				
Withdrew from Program	-7	-2				
Transfers –College	0	0				
Transfers –Humber Degree	0	0				
Returned from Interrupted Studies	0	2				

Retention Data by Cohort – Profile B

Winter 2012 Cohort			
	Semester		
	4	5	6
Total Enrolment	10	9	9
Withdrew from Program	-1	0	-1
Transfers –College	0	0	0
Transfers –Humber Degree	0	0	0
Returned from Interrupted Studies	0	0	0

Winter 2013 Cohort	
	Semester
	4
Total Enrolment	13
Withdrew from Program	0
Transfers –College	0
Transfers –Humber Degree	0
Returned from Interrupted Studies	0

- e. Considering the data above please, describe the strategies for addressing the current state of enrolment in the program.

Historically, the graduation rate from post-secondary programs across North America is about 50 percent – 25 percent of students generally leave at the end of their first year, usually due to “lack of fit” with their program, while an additional 25 percent leave over the remaining semesters of their program.¹

Students who make it through the first year are, on average, likely to complete the program and graduate. Beyond first year, attrition can bring enrolment numbers down, while block transfers can bring them up. Several strategies are in place to strengthen retention.

In the spring of 2013, the School of Social and Community Services hired four Student Support Advisors who help students in a variety of ways. This includes:

- Contacting incoming students during the summer to ensure that any questions are answered
- Personally inviting them to Orientation
- Ensuring they are set up for success as they begin their studies
- Making students aware of all the resources available to them such as peer tutoring, the first year experience program, the Writing Centre, counselling and disability services

In addition, the Student Support Advisors reach out to students identified as at risk by faculty and meet with them to develop individual plans for success.

2.0 PROGRAM TITLE AND CONTENT

PROGRAM TITLE AND CURRICULUM

- 2.1 Since this program was approved, PEQAB has revised its nomenclature standard for bachelor degrees in applied areas of study. Will there be an application made to change the title of this program in the next year?

Yes, the program would like to change from a Bachelor of Applied Arts. There is some evidence to show that the B. A. A. nomenclature is not well recognized when graduates wish to further their education at the graduate level or by Human Resources staff when graduates apply for some professional positions. Nomenclature suggestions include Bachelor of Criminal Justice, or Bachelor of Social Science – Criminal Justice.

¹ Braxton, J. (2000). *Reworking the Student Departure Puzzle*. Nashville: Vanderbilt University Press.

2.2 Using the following table template, complete the table for the last academic year of study.

2013-2014

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-requisites	Name of Faculty Member	Highest Academic Qualification Earned or in Progress and Professional Credentials
Fall 2013– Semester 1						
CRIM 101 01	Intro to the Canadian Criminal Justice System	3		None	Douglas Thomson	D - Phil
02					Douglas Thomson	D - Phil
HIST 102 01	History of the Canadian Correctional Institution	3		None	Gregory McElligott	PhD
02					Gregory McElligott	PhD
03					Jasdeep Singh	MA
PSYC 114 01	Interpersonal Skills and Group Dynamics	3		None	Christine McKenzie	PhD
02					Christine McKenzie	PhD
03					Alyssa Ferns	PhD
04					Alyssa Ferns	PhD
SOCI 113 01	Human Rights and Diversity	3		None	Christine McKenzie	PhD
02					Christine McKenzie	PhD
SOCI 201 - 01	Introduction to Sociology		3		Danita Kagan	PhD
02					Sonya Scott	PhD
	<i>Total:</i>	12	3			
Winter 2014– Semester 2						
CRIM 151 01	Introduction to Criminology	3		None	Aqeel Saeid	PhD
02					Aqeel Saeid	PhD
CRIM 152 01	Community Corrections	3		None	Angela Beecher-Beekhoo	MA
02					Angela Beecher-Beekhoo	MA
LAW. 153 01	Criminal Law and Procedure	3		None	Michael Gamble	MSc
02					Michael Gamble	MSc
PSYC 154 01	Counselling: Theory & Practice	3		PSYC 114 – Interpersonal Skills and Group Dynamics	Christine McKenzie	PhD
02					Christine McKenzie	PhD
PSYC 200 01	Introduction to Psychology		3	None	Masood Zangeneh	PhD
02					Masood Zangeneh	PhD
	<i>Total:</i>	12	3			

Fall 2013 - Semester 3						
CRIM 201 01	Contemporary Policing	3		None	Michael Gamble	MSc
02					Riyez Hussein	PhD
03					Michael Gamble	MSc
CRIM 202 01	Victims In the Criminal Justice System	3		CRIM 151 – Introduction to Criminology	Sharonne Stone	MES
02					Aqeel Saeid	PhD
03					Aqeel Saeid	PhD
CRIM 204 01	Youth & Crime	3		None	Gerry Small	MEd
02					Jeanne Webber	PhD, RSW
PHIL 203 01	Ethics & Moral Theory		3	None	Douglas Wright	PhD
02					Jonathan Zeyl	MA
03					Jonathan Zeyl	MA
PSYC 203 01	Conflict Management	3		None	Alyssa Ferns	PhD
02					Alyssa Ferns	PhD
	<i>Total:</i>	12	3			
Winter 2014– Semester 4						
CRIM 252 01	Case Management in Correctional Services	3		CRIM 152 – Community Corrections, PSYC 154 – Counselling: Theory & Practice	Christine Rahim	MES
					Christine Rahim	MES
CRIM 253 01	First Nations People & the Criminal Justice System	3		CRIM 101 – Intro to the Canadian Criminal Justice System, SOCI 113 – Human Rights & Diversity	Mark Totten	PhD
02					Mark Totten	PhD
CRIM 255	Intro to Practicum Experience	0		None	Gerry Small	MEd
CRIM 400	Work Term: Placement I	0		None	Gerry Small	MEd
PSYC 403 01	Social Psychology		3	None	Clarence Duff	
02					Clarence Duff	
SOCI 251 01	Social Problems and CJS	3			Frank Trovato	PhD
02					Alyssa Ferns	PhD
STAT 203 01	Statistics for CJ	3			Kate Zhang	PhD
02					Tan Le	PhD
03					Kate Zhang	PhD
04					Tan Le	PhD
	<i>Total:</i>	15	0			
Fall 2013 – Semester 5						
CRIM 302 01	Gender in the Criminal Justice System	3		None	Mark Totten	PhD
02					Mark Totten	PhD
PSYC 301 - 01	Psychology of Criminal Conduct	3		CRIM 151 – Introduction to	Rafael Bergamasco	PhD

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				Criminology		
02					Rafael Bergamasco	PhD
RSMT 201 01	Qualitative Research Methods	3		None	Josephine Mazzuca	PhD
02					Josephine Mazzuca	PhD
SOCI 303 - 01	Sociological Theories of Crime	3		CRIM 151 – Introduction to Criminology	Aqeel Saeid	PhD
02					Aqeel Saeid	PhD
LASB 000	Breadth Elective		3			
	<i>Total:</i>	12	3			

Winter 2014 – Semester 6

CRIM 351 - 01	Institutional Culture	3		None	Jessica Spape	PhD
02					Jessica Spape	PhD
CRIM 352 – 01	Addictions & Impulse Control	3		None	Rafael Bergamasco	PhD
02					Jessica Spape	PhD
CRIM 353 – 01	Comparative Corrections	3		None	Sharonne Stone	MES
02					Gregory McElligott	PhD
LAW. 354 - 01	Canadian Courts – Evolving through the Charter	3		CRIM 101 – Intro to the Canadian Criminal Justice System	Douglas Thomson	D- Phil
02					Douglas Thomson	D- Phil
	<i>Total:</i>	12	3			

Fall 2013 – Semester 7

CRIM 403 01	Clinical Criminology	3		CRIM 151 – Introduction to Criminology	Jessica Spape	MA
02					Jessica Spape	MA
CRIM 401 01	Restorative Justice	3		PSYC 203 – Conflict Management	Mark Totten	PhD
02					Mark Totten	PhD
LAW. 402 01	Foundation of Law – How Case Reflects Canadian Core Values	3		CRIM 101 – Introduction to the Canadian Criminal Justice System, CRIM 151 – Introduction to Criminology	Douglas Thomson	D - Phil
02					Douglas Thomson	D - Phil
MGT. 404 01	Management in the Criminal Justice System	3		CRIM 152 – Community Corrections, HIST 102 – History of Canadian Correctional	Frank Trovato	PhD

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				Institutions		
02					Frank Trovato	PhD
LASB 000	General Education (Breadth) Elective		3	None		
	<i>Total:</i>	12	3			

Winter 2014– Semester 8						
CRIM 451 01	Special Topics in Criminal Justice	3		CRIM 101 – Intro to the Canadian Criminal Justice System, CRIM 151 – Introduction to Criminology	Aqeel Saeid	PhD
					Aqeel Saeid	PhD
CRIM 452 - 01	Criminal Justice Research Project	3		None	Alysa Ferns	PhD
02					Jeanine Webber	PhD, RSW
03					Frank Trovato	PhD
CRIM 453 – 01	Social Policy Issues & the Criminal Justice System	3		None	Greg McElligott	PhD
02					Sharonne Stone	MES
CRIM 454 - 01	Crime Prevention	3		CRIM 151 – Introduction to Criminology, CRIM 152 – Community Corrections, PSYC 203 – Conflict Management, CRIM 252 – Case Management in Correctional Services, CRIM 204 – Youth & Crime, PSYC 301 – PSYC 301 – Psychology of Criminal Conduct, CRIM 352 – Addictions & Impulse Control	Doug Thomson	D - Phil
02					Doug Thomson	D - Phil
LASB 000	Breadth Elective		3	None		
	<i>Total:</i>	12	3			

2012-2013

Year and Semester	Course Title	Core Course Credit Hours	Non-Core Course Credit Hours	Course Pre-requisites and Co-requisites	Name of Faculty Member	Highest Academic Qualification Earned or in Progress and Professional Credentials
Fall 2012– Semester 1						
CRIM 101 01	Intro to the Canadian Criminal Justice System	3		None	Douglas Thomson	D - Phil
02					Douglas Thomson	D- Phil
HIST 102 01	History of the Canadian Correctional Institution	3		None	Jasdeep Singh	MA

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02					Gregory McElligott	PhD
03					Gregory McElligott	PhD
PSYC 114 01	Interpersonal Skills and Group Dynamics	3		None	Alyssa Ferns	PhD
02					Alyssa Ferns	PhD
03					Christine McKenzie	PhD
04					Christine McKenzie	PhD
SOCI 113 01	Human Rights and Diversity	3		None	Mary Goitom	PhD
02					Carmela Diano	MEd, MSW
SOCI 201 - 01	Introduction to Sociology		3		Danita Kagan	PhD
02					Sonya Scott	PhD
<i>Total:</i>		12	3			
Winter 2013 – Semester 2						
CRIM 151 01	Introduction to Criminology	3		None	Aqeel Saeid	PhD
02					Aqeel Saeid	PhD
CRIM 152 01	Community Corrections	3		None	Angela Beecher-Beekhoo	MA
02					Angela Beecher-Beekhoo	MA
LAW. 153 01	Criminal Law and Procedure	3		None	Michael Gamble	MSc
02					Michael Gamble	MSc
PSYC 154 01	Counselling: Theory & Practice	3		PSYC 114 – Interpersonal Skills and Group Dynamics	Christine McKenzie	PhD
02					Christine McKenzie	PhD
PSYC 200 01	Introduction to Psychology		3	None	Rena Borovilos	MA
02					Rena Borovilos	MA
<i>Total:</i>		12	3			
Fall 2012 - Semester 3						
CRIM 201 01	Contemporary Policing	3		None	Michael Gamble	MSc
02					Michael Gamble	MSc
CRIM 202 01	Victims In the Criminal Justice System	3		CRIM 151 – Introduction to Criminology	Aqeel Saeid	PhD
02					Aqeel Saeid	PhD
CRIM 204 01	Youth & Crime	3		None	Jasdeep Singh	MA
02					Jeanine Webber	PhD, RSW
PHIL 203 01	Ethics & Moral Theory		3	None	Douglas Wright	PhD
02					Jonathan Zeyl	MA
03					Jonathan Zeyl	MA
PSYC 203 01	Conflict Management	3		None	Alyssa Ferns	PhD
02					Alyssa Ferns	PhD

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		<i>Total:</i>	12	3		
Winter 2013– Semester 4						
CRIM 252 01	Case Management in Correctional Services	3			CRIM 152 – Community Corrections, PSYC 154 – Counselling Theory & Practice	Carmela Diano MEd, MSW
02						Carmela Diano MEd, MSW
CRIM 253 01	First Nations People & the Criminal Justice System	3			CRIM 101 – Intro to the Canadian Criminal Justice System, SOCI 113 – Human Rights & Diversity	Barbara MacGibbon MEd
02						Treisha Hylton MSW
CRIM 255	Intro to Practicum Experience	0			None	Gerry Small MEd
CRIM 400	Work Term: Placement I	0			None	Gerry Small MEd
PSYC 403 01	Social Psychology		3		None	Kimberly Costello PhD
02						Clarence Duff PhD
03						Clarence Duff PhD
SOCI 251 01	Social Problems and the Criminal Justice System	3			None	Frank Trovato PhD
02						Alyssa Ferns PhD
STAT 203 01	Statistics for Criminal Justice		3		None	Tan Duy Le MSc
02						Kate Zhang PhD
03						Tan Duy Le MSc
		<i>Total:</i>	9	6		
Fall 2012 – Semester 5						
CRIM 302 01	Gender in the Criminal Justice System	3			None	Mary Goitom PhD
02						Mary Goitom PhD
PSYC 301 - 01	Psychology of Criminal Conduct	3			CRIM 151 – Introduction to Criminology	Rafael Bergamasco PhD
02						Tania Stirpe PhD
RSMT 201 01	Qualitative Research Methods	3			None	Josephine Mazzuca PhD
02						Josephine Mazzuca PhD
SOCI 303 - 01	Sociological Theories of Crime	3			CRIM 151 – Introduction to Criminology	Aqeel Saeid PhD
02						Aqeel Saeid PhD
LASB 000	Breadth Elective		3			
		<i>Total:</i>	12	3		
Winter 2013 – Semester 6						
CRIM 351 - 01	Institutional Culture	3			None	Brian Smegal MA
02						Arthur Lockhart MEd
CRIM 352 – 01	Addictions & Impulse Control	3			None	Tania Stirpe PhD – C. Psych
02						Tania Stirpe PhD – C. Psych
CRIM 353 –	Comparative Corrections	3			None	Sharonne Stone MES

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01						
02					Gregory McElligott	PhD
LAW. 354 - 01	Canadian Courts – Evolving through the Charter	3		CRIM 101 – Intro to the Canadian Criminal Justice System	Douglas Thomson	D - Phil
02					Douglas Thomson	D - Phil
LASB 000	Breadth Elective		3			
CRIM 600	Work Term: Placement II	0			Gerry Small	MEd
	<i>Total:</i>	12	3			
Fall 2012 – Semester 7						
CRIM 401	Restorative Justice	3		PSYC 203 – Conflict Management	Arthur Lockhart	MEd
CRIM 403	Clinical Criminology	3		CRIM 151 – Introduction to Criminology	Janice Picheca	PhD – C. Psych
LAW. 402	Foundation of Law – How Case Reflects Canadian Core Values	3		LAW. 153 – Criminal Law & Procedure	Douglas Thomson	D - Phil
MGT. 404	Management in the Criminal Justice System	3		CRIM 152 – Community Corrections, HIST 102 – History of Canadian Correctional Institutions	Frank Trovato	PhD
LASB 000	General Education (Breadth) Elective		3	None		
	<i>Total:</i>	12	3			
Winter 2013– Semester 8						
CRIM 451	Special Topics in Criminal Justice	3		CRIM 101 – Intro to the Canadian Criminal Justice System, CRIM 151 – Introduction to Criminology	Aqeel Saeid	PhD
CRIM 452 - 01	Criminal Justice Research Project	3		None	Alysa Ferns	PhD
02					Jeanine Webber	PhD, RSW
CRIM 453 -	Social Policy Issues & the Criminal Justice System	3		None	Greg McElligott	PhD
CRIM 454	Crime Prevention	3		CRIM 151 – Introduction to Criminology, CRIM 152 – Community Corrections, PSYC 203 – Conflict Management, CRIM 252 – Case Management in Correctional Services, CRIM 204	Doug Thomson	D - Phil

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				– Youth & Crime, PSYC 301 – PSYC 301 – Psychology of Criminal Conduct, CRIM 352 – Addictions & Impulse Control		
LASB 000	Breadth Elective		3	None		
		<i>Total:</i>	12	3		

2.3 What are the average section sizes for the core courses and associated labs/studio courses if any?

Semester	Average Section Size
Semester One	65 Students (one course is 32 students)
Semester Two	55 Students (counselling labs have 30 students)
Semester Three	65 Students
Semester Four	65 Students
Semester Five (Fall 2012)	50 Students
Semester Six (winter 2013)	47 Students
Semester Seven (fall 2012)	47 Students
Semester Eight (winter 2013)	46 Students

2.4 What is the average faculty/student ratio in the program? Indicate any variations for classrooms vs. labs vs. other delivery methods.

Overall Ratio of Full-Time Students to Full-Time Faculty for Core Courses

	Staffing of Core Courses – Actual				
	Cumulative Enrolment		Full-time Faculty	Part-time Faculty	Ratio of Full-time Students/ Full-time Faculty
	Full-time	Part-time			
2009/10	104		6	2	17:1
2010/11	183		7	6	26:1
2011/12	320		9	11	36:1
2012/13	381		9	12	42:1
2013/14	443		10	7	44:1

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Overall Ratio of Full-time Students to Faculty for Lab/Studio Courses

The actual student to faculty ratio for counseling labs varies annually depending upon the enrolment in each particular year of the program; however, the maximum student to faculty ratio is 30:1.

Overall Ratio of Full-time Students to Full-Time Faculty for Non-Core Courses

	Staffing of Non-Core Courses – Actual				
	Cumulative Enrolment		Full-time Faculty	Part-time Faculty	Ratio of Full-time Students/ Full-time Faculty
	Full-time	Part-time			
2009/10	104		14	5	7.4:1
2010/11	183		14	5	13:1
2011/12	320		15	4	21:1
2012/13	381		27	11	14:1
2013/14 (fall only)	443		25	16	18:1

2.5 Do the course pre-requisites address the need for increasing complexity in the curriculum? Are there any changes to be made to these for the consent renewal application?

The pre-requisites address both the need for increasing complexity as well as foundational knowledge in theoretical areas of study. All pre-requisites support the design of the program curriculum. The curriculum was adjusted to create a better flow to optimize student learning. The *Crime Prevention* course (CRIM 454) was moved to Semester 6 effective in fall 2014, and as such the requirement to have completed the *Addictions and Impulse Control* (CRIM 352) cannot be a pre-requisite. Given that *Addictions and Impulse Control* is not a clinical skills course, it is not considered essential for students to have completed it before being enrolled in the *Crime Prevention* course. All other pre-requisites are to be maintained to facilitate student success.

BREADTH REQUIREMENTS

2.6 How does the program provide degree-level breadth studies outside the core area of study?

The program provides students with breadth courses based on a range of theoretical frameworks drawn from the social sciences, arts, humanities and science as a basis for critical analysis and innovative decision-making. The blending of breadth courses with professional program-specific curricula offers opportunities for the enhancement of the workplace skills and the knowledge and understanding graduates need to take leadership roles in their professions and within the broader community.

Breadth courses are organized into the following three categories:

- Society, Culture and Commerce
- Science and Technology
- Arts and Humanities

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Students in the program take a total of 8 non-core courses. Of these, at least 2 must be designated “upper level” breadth courses. Breadth courses are classified as either lower-level or upper-level based on the amount of required reading and writing, and on the types of the assignments and evaluations. Students must complete a lower elective and a higher elective in at least two of the three elective categories. Effective in fall 2012, 30% of all breadth electives taken by a student must be at the upper level.

In Humber’s initial 2001 degree program submissions, breadth courses were developed and delivered by faculty members in the School of Liberal Arts and Sciences. Over the past 10 years, with the increase in the number of degree offerings and the expansion of the fields of study, other Schools were encouraged to offer breadth courses provided the faculty members who developed and delivered the courses possessed the appropriate graduate credentials. Humber now offers more than 100 breadth courses from 8 academic schools, allowing students to explore areas of interest and passion, enhance their academic experience, and broaden their base of knowledge.

Overall, breadth courses offer students an analytical framework through which to observe and learn about themselves, society, and culture. These courses offer a perspective that encourages self-reflection and critique, and provide new opportunities for a rigorous exploration of the relationships between the self and others, social and political institutions, ethics and action, art and culture, and science and the natural world.

2.7 Does the program meet the breadth requirement of having at least 20% of the program hours in degree-level courses outside the core area of study?

Of the 40 courses in the program, 8 are outside the core area of study, which represents 20% of the program hours. The program is moving to the college standard for baccalaureate programs of offering 25% breadth electives.

2.8 What are the average section sizes for the non-core courses?

The average section size is between 60 and 65 students in the non-core courses.

2.9 Provide a summary of the breadth/elective courses which were offered to students in this program over the past five years.

See table below.

Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
2009 - Fall				
	SCIE 200	Astronomy	Leo Di Leo	PhD
	PHIL 409	Brainstorm – Advanced	Suzanne Senay	MA
	POLS 200	Introduction to Politics	Christopher Irwin	PhD
	HIST 201	Hitler & Stalin: Architects of Evil	Morton Ritts	PhD
	HUMA 408	Good & Evil	Paul Corey	PhD
	ENGL 403	Love Stories - Advanced	Mary Ellen Kappler	PhD
	PHIL 203	Ethics & Moral Theory	Paul Corey	PhD
	SOCI 203	Influence of Mass Media	Mark Ihnat	MA
	SCIE 202	Environment	Stephen Stockton	PhD
2010 - Winter				
	SOCI 401	Sociology of Consumption	Mark Ihnat	MA
	PHIL 203	Ethics & Moral Theory	Jordan Koffman	PhD

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Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	PSYC 201	Research Methods	Josephine Mazzucca	PhD
	HIST 401	Hitler & the Rise & Fall of Nazism	Morton Ritts	PhD
	PHIL 201	The Good Life	Douglas Wright	PhD
	SOCI 450	City Life	Kate Anderson	PhD
	ENGL 202	Betrayal in Contemporary Fiction	Mary Ellen Kappler	PhD
	SCIE 202	Intro to Environmental Studies	Stephen Stockton	PhD
	PHIL 409	Brainstorm – Advanced	Suzanne Senay	MA
	SOCI 202	Canadian Families: Past, Present & Future	Danita Kagan	PhD
	ENGL 104	Approaches to Literature	Muhammad Sid-Ahmad,	MA
	HUMA 408	Good & Evil - Advanced	Paul Corey	PhD
	POLS 250	Power	Douglas Wright	PhD
2010 - Fall				
	HUMA 405	Shakespeare & Film	Mary Ellen Kappler	PhD
	PHIL 203	Ethics & Moral Theory	Douglas Wright	PhD
	POLS 201	Human Security & World Disorder	Paul Corey	PhD
	PHIL 413	Business & Professional Ethics	Mary Takacs	PhD
	HUMA 405	Shakespeare & Film	Mary Ellen Kappler	PhD
	POLS 202	Canada and the World	Daniel Hambly	MA
	SOCI 401	Society of Consumption	Mark Ihnat	MA
	HIST 402	Joseph Stalin	Morton Ritts	PhD
	PHIL 405	Theories of Beauty	Wendy O'Brien	MA
	SCIE 203	Science Matters	Leo Di Leo	PhD
	SOCI 202	Canadian Families	Danita Kagan	PhD
2011 - Winter				
	POLS 202	Canada & the World	Daniel Hambly	MA
	ENGL 104	Approaches to Literature	Muhammad Sid-Ahmad	MA
	ENGL 107	Pop Culture	Eva Bednar	PhD
	HIST 402	Joseph Stalin	Morton Ritts	PhD
	POLS 201	Human Security & World Disorder	Wendy O'Brien	MA
	PHIL 205	Love & Sex: Philosophical Perspectives	Suzanne Senay	MA
	PHIL 404	How is Society Possible?	Kent Enns	MA
	SOCI 202	Canadian Families	Danita Kagan	PhD
	PHIL 412	People, Mind & Body: Selfish Thoughts	Douglas Wright	PhD
	PHIL 203	Ethics & Moral Theory	Zeev Perelmutter	PhD
2011 - Fall				
	SOCI 450	City Life	Kate Anderson	PhD
	HUMA 408	Good & Evil	Paul Corey	PhD
	SCIE 203	Science Matters	Leo Di Leo	PhD
	POLS 202	Canada & the World	Daniel Hambly	MA
	HUMA 405	Shakespeare & Film	Kappler, Mary Ellen	PhD
	POLS 200	Introduction to Politics	Christopher Irwin	PhD
	PHIL 205	Love & Sex: Philosophical Perspectives	Suzanne Senay	MA
	SCIE 403	Scientific Achievements	Stephen Stockton	PhD
	PHIL 413	Business & Professional Ethics	Mary Takacs	PhD
	ECON 402	Business & Politics	Tim Berry	MBA

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Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	SOCI 402	Technology & Social Change	Nathan Radke	MA
	HUMA 406	Desire & Discontent	Giosu Ghisalberti	PhD
	PHIL 405	Theories of Beauty	Wendy O'Brien	MA
	ANTH 200	Principles of Anthropology	Irma Molina	PhD
	HUMA 407	Popular Culture: Interdisciplinary Perspectives	Naveen Joshi	PhD
	ENGL 105	Individuals & Communities	Lucy Valentino	PhD
	ENGL 107	Pop Culture	Eva Bednar	PhD
2012 - Winter				
	POLS 250	Power	Christopher Irwin	PhD
	SOCI 402	Technology & Social Change	Nathan Radke	MA
	PHIL 201	Good Life	Douglas Wright	PhD
	POLS 202	Canada and the World	Daniel Hambly	MA
	PHIL 405	Theories of Beauty	Wendy O'Brien	MA
	POLS 410	Leadership	Tim Berry	MBA
	HUMA 408	Good & Evil	Paul Corey	PhD
	PHIL 413	Business & Professional Ethics	Mary Takacs	PhD
	SCIE 403	Scientific Achievements	Stephen Stockton	PhD
	HUMA 407	Popular Culture	Naveen Joshi	PhD
	ENGL 107	Pop Culture	Eva Bednar	PhD
2012 – Fall				
	HIST 104	Leaders Through Time	Youssef Youssef	PhD
	POLS 203	Leadership	Tim Berry	MBA
	HIST 202	History of “Bad” Behaviour	Daniel Hambly	MA
	HUMA 200	Film Styles: Narratives & Techniques	Curtis Maloley	MA
	MSTU 106	Social & Digital Media	Daniel Schneider	MFA
			Andrea Tavchar	MA
	PSYC 220	Sport & Performance Psychology	Noah Gentner	PhD
	SCIE 204	Popular Diets & Metabolism	Sergiu Fediuc	PhD
	MSTU 100	The Role of Media in Society	Saman Talib	PhD
			Dan Rowe	PhD
	HIST 145	History of Jazz	Bob Rice	MA
	PHIL 201	The Good Life	Douglas Wright	PhD
	SCIE 205	The Body During Normal & Extreme Conditions	Sarah Wilkinson	PhD
	ANTH 200	Anthropology	Adrienne Kitchin	PhD
	ENGL 107	AWCR: Popular Culture	Eva Bednar	PhD
	HUMA 300	Religion & Society	Andre Maintenay	PhD
	HUMA 406	Desire & Discontent	Giosue Ghisalberti	PhD
	HUMA 413	Justice: A Philosophical & Literary Approach	Wendy O'Brien	MA
	SOCI 203	Mass Communications	Adam Miller	PhD
	SOCI 300	Race, Gender & the Digital Age	Naveen Joshi	PhD
	SOCI 450	City Life	Kate Anderson	PhD
2013– Winter				
	HUMA 202	Religions of the World	Paul Corey	PhD
	HUMA 203	Music, Meaning & Values	Mark Whale	PhD
	HUMA 300	Religion in Society	Andre Maintenay	PhD
	HUMA 406	Desire & Discontent	Giosue Ghisalberti	PhD

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Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	PHIL 203	Ethics & Moral Theory	Jonathan Zeyl	MA
	PHIL 205	Philosophical Perspectives on Love & Sex	Suzanne Senay	MA
	PHIL 405	Theories of Beauty	Wendy O'Brien	MA
	POLS 205	International Relations in a Globalized World	Christopher Irwin	PhD
	SCIE 203	Science Matters	Leo Di Leo	PhD
	SOCI 300	Race, Gender & the Digital Age	Naveen Joshi	PhD
	SOCI 301	Social Entrepreneurship	Alexander Shvarts	MA
	HIST 202	Prohibition: The history of bad behavior	Daniel Hambly	MA
	PHIL 201	The Good Life	Douglas Wright	PhD
	POLS 203	Leadership	Tim Berry	MBA
	SCIE 200	Astronomy	Tatiana Paulin	MA
	POLS 200	Introduction to Politics	Sonya Scott	PhD
	SOCI 203	Understanding Mass Communications	Adam Miller	PhD
	HIST 142	History of Popular Music	Bob Rice	MA
	HUMA 207	Popular Culture: Interdisciplinary Perspectives	Dean Glover	MA
	IBS. 354	Cross-Cultural Communications	Barbara Hopkinson	MA
			Navjote Khara	PhD
	MKT. 101	Marketing	Riteshkumar Dalwadi	PhD
	MSTU 120	Survey of Emerging Media	Saman Talib	PhD
	SCIE. 101	Introduction to the Human Body	Jeff Semple	PhD
	SCIE 102	Supplements in Sports	Sergiu Feduic	PhD
2013– Fall				
	SCIE 206	The Wireless Web	Timothy Wong	PhD
	SCIE 207	History of Technology	Elizabeth Fenuta	PhD
	SCIE 408	Renewable Energy and Sustainable Future	Rakesh Kumar	PhD
	SCIE 208	Nanotechnology	Yijian Zhou	PhD
	FAS. 301	20 th Century Fashion History	Robert Ogilvie	MEd
	HIST 146	Leaders through Time	Youssef Youssef	PhD
	PLBA 100	Philosophy of Law	Suzanne Johnson	
			Karen Schucher	LLM
	SOCI 205	Behaviour Change for Healthy Living and Personal Growth	Sarah Wilkinson	
	PSYC 220	Sport & Performance Psychology	Noah Gentner	PhD
	SCIE 204	Popular Diets & Problems in Human Metabolism	Sergiu Fediuk	PhD
	SCIE 101	Introduction to the Human Body	Jeff Semple	PhD
	MSTU 100	Role of Media in Society	Alexander Belyakov	PhD
			Dan Rowe	PhD

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Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	FILM 252	Visual Communication	Ryan Mitchell	
	ADV. 110	Introduction to Advertising	Lily Buchwitz	PhD
	HIST 148	Great Performances in Jazz	Bob Rice	MA
	SOCI 206	Music in Contemporary Society	Mark Laver	
	PSYC 160	Human Growth & Development	David Firang	
	SOCI 402	Technology & Social Change	James Nielson	
	PHIL 405	Theories of Beauty	Wendy O'Brien-Awara	PhD
	HUMA 207	Popular Culture: Interdisciplinary Perspectives	Dean Glover	MA
	ECON 201	The Underground Economy	Tim Berry	MBA
	PHIL 205	Love & Sex: Philosophical Perspectives	Suzanne Senay	MA
	SCIE 404	Strange Science	Leo Di Leo	PhD
	PHIL 201	The Good Life	Douglas Wright	PhD
	CULT 201	Remix Culture	James Nielson	
	HUMA 202	Religions of the World	Paul Corey	PhD
	SCIE 201	Evolution: Unraveling Life's Mysteries	Stephen Stockton	PhD
	ECON 201	The Underground Economy	Tim Berry	MBA
	PHIL 203	Ethics and Moral Theory	Douglas Wright	PhD
			Jonathon Zeyl	MA
2013– Fall				
	SCIE 206	The Wireless Web	Timothy Wong	PhD
	SCIE 207	History of Technology	Elizabeth Fenuta	PhD
	SCIE 408	Renewable Energy and Sustainable Future	Rakesh Kumar	PhD
	SCIE 208	Nanotechnology	Yijian Zhou	PhD
	FAS. 301	20 th Century Fashion History	Robert Ogilvie	MEd
	HIST 146	Leaders through Time	Youssef Youssef	PhD
	PLBA 100	Philosophy of Law	Suzanne Johnson	
			Karen Schucher	LLM
	SOCI 205	Behaviour Change for Healthy Living and Personal Growth	Sarah Wilkinson	PhD
	PSYC 220	Sport & Performance Psychology	Noah Gentner	PhD
	SCIE 204	Popular Diets & Problems in Human Metabolism	Sergiu Fediuk	PhD
	SCIE 101	Introduction to the Human Body	Jeff Semple	PhD
	MSTU 100	Role of Media in Society	Alexander Belyakov	PhD
			Dan Rowe	PhD

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Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	FILM 252	Visual Communication	Ryan Mitchell	
	ADV. 110	Introduction to Advertising	Lily Buchwitz	PhD
	HIST 148	Great Performances in Jazz	Bob Rice	MA
	SOCI 206	Music in Contemporary Society	Mark Laver	PhD
	PSYC 160	Human Growth & Development	David Firang	
	SOCI 402	Technology & Social Change	James Nielson	
	PHIL 405	Theories of Beauty	Wendy O'Brien-Awara	PhD
	HUMA 207	Popular Culture: Interdisciplinary Perspectives	Dean Glover	MA
	ECON 201	The Underground Economy	Tim Berry	MBA
	PHIL 205	Love & Sex: Philosophical Perspectives	Suzanne Senay	MA
	SCIE 404	Strange Science	Leo Di Leo	PhD
	PHIL 201	The Good Life	Douglas Wright	PhD
	CULT 201	Remix Culture	James Nielson	PhD
	HUMA 202	Religions of the World	Paul Corey	PhD
	SCIE 201	Evolution: Unraveling Life's Mysteries	Stephen Stockton	PhD
	ECON 201	The Underground Economy	Tim Berry	MBA
	SCIE 206	The Wireless Web	Timothy Wong	PhD
	SCIE 207	History of Technology	Elizabeth Fenuta	PhD
2014– Winter				
	CULT 201	Remix Culture	James Nielson	PhD
			James Nielson	PhD
			James Nielson	PhD
	CULT 301	Online Social Networks	Naveen Joshi	PhD
			Naveen Joshi	PhD
			Naveen Joshi	PhD
	ECON 300	Economic Boom & Bust - Capitalism	Lee Kuhnle	
	HIST 202	History of Bad Behaviour	Daniel Hambly	MA
	HUMA 200	Film: Styles, Narratives & Techniques	Adam Miller	PhD
	HUMA 405	Shakespeare & Film	Mary-Ellen Kappler	PhD
	PHIL 205	Love & Sex: Philosophical Perspectives	Suzanne Senay	PhD
			Suzanne Senay	PhD
			Suzanne Senay	PhD
			Suzanne Senay	PhD

Year & Semester	Course Number	Course Name	Name of Faculty Member	Highest Academic Qualification Earned
	POLS 204	Democracy & Dictatorship	Aileen Herman	
	PSYC 204	Abnormal Psychology	Ann Wainwright	PhD
	SCIE 201	Evolution: Unravelling Life's Mysteries	Stephen Stockton	
	SOCI 300	Race, Gender & the Digital Age	Naveen Joshi	PhD
	SOCI 402	Technology & Social Change	James Nielson	PhD

3.0 PROGRAM CONTENT AND DELIVERY

CURRICULUM QUALITY ASSURANCE

- 3.1 Considering the Academic Course Schedule, Degree Outcomes, Program Learning Outcomes and Program Outlines:
- a. Describe the process used to review curriculum and course content, including faculty participation, external participation if applicable and frequency of curriculum reviews. What methods are used to ensure program relevance and currency?

At each Advisory Committee meeting several courses are presented to committee members for their advice. In general, the feedback shows confidence in the program content for relevancy to the field. Several valuable suggestions have been integrated into the curriculum. For example, there is an increasing problem with staff in the field struggling with concerns around civility, professionalism, and use of email and social media and it was suggested that faculty focus on these professional skills. There had been some emphasis on this in the PSYC 114 - *Interpersonal Skills and Group Dynamics* course, but as a result of this advice there is now a more enhanced focus. Another comment was on the need to ensure students have a good understanding of mental health issues. This is addressed in a number of courses: PSCY 114 as noted above, PSYC 154 – *Counselling: Theory & Practice*, CRIM 152 – *Community Corrections*, CRIM 204 – *Youth & Crime*, CRIM 252 – *Case Management in Correctional Services*, SOCI 251 – *Social Problems and the CJS*, PSYC 301 – *Psychology of Criminal Conduct*, CRIM 302 – *Gender in the CJS*, CRIM 351 – *Institutional Culture*, CRIM 352 – *Addictions & Impulse Control*, and CRIM 403 – *Clinical Criminology*. The program also had a number of guest lecturers who spoke on this topic.

Each year the content for each course is reviewed and updated by the professor(s) responsible for the delivery. Emerging issues and research findings are generally the key changes that are made, but other changes that will better support student learning are also integrated. Any major changes are discussed with the faculty team, the Program Coordinator and Associate Dean to ensure there is no duplication between courses.

Each year the Criminal Justice faculty team meet to discuss the curriculum, student progress, teaching methods and new initiatives to address any gaps that are identified. For example, in reviewing the curriculum three years ago faculty noted that the range of student deliverables was too narrow and not necessarily helping them to develop the full range of skills needed. As a result, they looked at strategically changing some assignments in some courses across each semester to provide greater opportunities to use critical thinking, research skills, and verbal and written communication.

- b. Are all courses appropriate for degree level study at a baccalaureate level? Please explain. Are any adjustments needed?

Yes, courses are designed and taught at the baccalaureate level. Assignments and evaluations are tied to learning outcomes, and application, analysis and evaluation, as well as knowledge and comprehension. The final examination/major assignment in each course is comprehensive so students are evaluated on their cumulative understanding and application of the full course material.

For example, in the CRIM 454 - *Crime Prevention* course, students organize into small groups and select a crime prevention topic. The purpose is to meet and interact with a variety of subject matter experts in the area, to review the literature about effective crime prevention programs and to develop an original crime prevention program to address the particular issue they select. To date, projects have included, but are not limited to, studying strategies to prevent sexual assaults on campus, and reducing cigarette butts from littering the campus.

In CRIM 204 – *Youth and Crime*, CRIM 302 – *Gender in the Criminal Justice System* and CRIM 401 – *Restorative Justice*, students complete a take home exam that requires them to apply the theories and concepts discussed throughout the course to a case study

- c. Is there any evidence of duplication of courses, gaps, deficiencies, sequencing issues, or unessential courses in any area of the curriculum? Please explain.

The faculty team noted that the order of some courses was not ideal for student learning and success. As a result, the following changes have been approved:

SOCI 113 – *Human Rights & Diversity* was moved from semester 1 to semester 2 to give students a good grounding in sociological concepts and theory in order to have the foundational knowledge needed to fully benefit from this course. This takes effect in September 2014.

PSYC 200 - *Introduction to Psychology* was moved from semester 2 to semester 1 to ensure that students have foundational knowledge before being enrolled in the *Counselling Theory and Practice* course. This takes effect in September 2014.

CRIM 454 – *Crime Prevention*. The workload associated with the *Crime Prevention* project and the *Research Project* in the same semester was too difficult and resulted in students not benefitting from these courses as planned. The *Crime Prevention* project covers valuable skills in project management and research that would help students before beginning the thesis course, so it was moved from semester 8 to semester 6. This takes effect in January 2015.

CRIM 351 – *Institutional Culture* was moved from semester 6 to semester 8 to accommodate the movement of CRIM 454. This takes effect in January 2015.

CRIM 451 – The *Special Topics in CJS* course outline was revised to include a unit on quantitative research methods. Given that many studies conducted in the criminal justice field are quantitative in nature it is imperative that students have a good understanding of quantitative research methods in order to be good consumers of the available research. Additionally, in order to be able to conduct more sophisticated thesis projects, students require a thorough understanding of quantitative methods. Therefore, this course was

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moved to semester 7 to ensure students have this material before starting their thesis course. This takes effect in September 2014.

CRIM 401 – *Restorative Justice* was moved from semester 7 to semester 8 to facilitate moving CRIM 451 to semester 8. This takes effect in January 2015.

There is evidence of overlap in some courses. For example, the *Psychology of Criminal Conduct* and *Clinical Criminology* courses review some of the same concepts, theories and topics.

There is no evidence of sequencing issues going into the fall 2014 semester as faculty have made some changes to the flow of curriculum. The revised curriculum outlined in Appendix I addresses identified duplication and deficiencies.

- d. Are there any revisions required to the program learning outcomes themselves and/or the list of courses that contribute to each outcome to better reflect the scope and breadth of the program or to ensure currency?

The program learning outcomes will be considered as part of the curriculum revision process.

- e. What strategies have been employed or will be addressed in the application for consent renewal to address any of the above concerns? Please explain.

Faculty are reviewing the curriculum and making revisions. See Appendix I.

- 3.2 Describe any curricular constraints that make it difficult for students to complete the program in the prescribed time, (e.g. scheduling, sequencing, etc.), and outline the strategies used or planned by the program to address these constraints?

A student who fails a course currently cannot retake that course until the following year since, up until this point, courses are only taught over a one-year cycle, e.g., odd-semester courses in the fall only, even-semester courses in the winter. This presents a potential scheduling difficulty since the course a student needs to repeat may only be offered in a time slot that conflicts with another core course in that student's schedule.

Another difficulty is that the failed course may be a prerequisite for a course in the following year. In that case, students cannot take the second course until the prerequisite course is successfully completed, and so they again may fall behind the normal progression of courses.

The Program Coordinator advises students who have failed a course on how they can minimize these difficulties. For example, students can take a similar course at another institution (as long as it is taken at the degree level); they must first get a "letter of permission," which indicates that Humber will give them a transfer credit if they achieve at least a 60% average in that course. If a failed course does not present prerequisite issues, students have the option of taking a degree-level breadth elective during the summer to avoid having to take six courses during one semester.

Students registered with disability services who require a lower course load, or students who need to work, or who are also parents find it challenging to complete the program in a timely manner with so few courses

available in the summer. The Program Coordinator also assists these students in developing individualized plans for success in the program.

- 3.3 Highlight any major changes to the curriculum in the past 5 years, including the rationale for the change.

N/A

- 3.4 Do you plan to offer any of the core courses in an online format?

Yes, it is the program's goal to create this learning opportunity for students. It would assist those who need to re-take a course, or need to take a course out of sequence as it would minimize timetable conflicts. Offering some core courses online would also help professionals working in the field continue their education. The program has had a number of 4th year students successfully secure full time career positions with the Ministry of Community Safety and Correctional Services, and with agencies such as The Salvation Army, Elizabeth Fry Society, and St. Leonard's Society, before graduation and faculty assisted in allowing them to accept the position and remain in the program. This resulted in the delay of the graduation date in several cases.

- a. Which courses would be suitable for online delivery?

The program plans to begin with developing the two core courses that have also been approved as general breadth electives for other degree students at Humber which are CRIM 101 - *Introduction to the Criminal Justice System* and CRIM 151 - *Introduction to Criminology*. There are numerous other theory based courses such as CRIM 152 - *Community Corrections*, CRIM 204 - *Youth and Crime*, PSYC 301 - *Psychology of Criminal Conduct*, SOCI 303 - *Sociological Theories of Crime*, CRIM 351 - *Institutional Culture*, CRIM 352 - *Addictions and Impulse Control*, MGT. 404 - *Management in the Criminal Justice System*, and CRIM 454 - *Crime Prevention* that could be delivered in an online format.

- b. What criteria would you use to determine if a course is suitable for online learning?

For the benefit of students, an online course should not require any specialized equipment or expensive purchases (beyond the typical computer requirement and internet). Also, a course that requires students to meet frequently face-to-face in addition to on-line discussions and tasks would not be appropriate.

- c. Would you like your students to have the option of taking some of their non-core courses online?

Yes, and the opportunity currently exists with certain Liberal Arts electives.

STUDENT ASSESSMENT

3.5 Considering the methods of student assessment in this program:

- a. Are the methods varied, consistent and appropriate to the learning outcomes across the program? Please explain.

Across the program, assessment methods are varied, consistent and appropriate to the specified learning outcomes:

Students are evaluated using a wide range of methods including the following:

- Lab assignments
- Multiple choice questions
- True/false questions
- Individual presentations and debates
- Group presentations
- Simulation projects (policy making, moot court)
- Written case studies
- Written research papers
- Short answer questions on examinations
- Essay questions on examinations (application, analysis and synthesis)

In each course, the mix and relative weights of evaluation methods are chosen as deemed appropriate in the circumstances.

- b. Are student assignments, tests and projects current and relevant to work in the industry? Please explain.

Yes, the topics of various student projects reflect current issues in the field. Students have opportunities to practice and receive critiques on key skills related to the field such as interviews, resolving conflicts, debating legal and policy issues, verbal presentation skills, writing assessments such as pre-sentence reports, and case management plans.

- c. Are student assignments, tests and projects appropriate for advancement to further academic study in the field? Please explain.

Yes, the students are provided with many learning opportunities in the areas of understanding research concepts and how to evaluate research studies, how to conduct a research study (CRIM 452 – *CJS Research Project*), and have multiple opportunities to develop their critical thinking skills, and written and oral communication skills which are all essential for advanced academic study.

Humber has a partnership with Niagara University that waives some of the normal admission requirements for graduates of this program. Students are given the opportunity, with a small additional project, to be exempt from three of the courses in Niagara's Master of Criminal Justice Administration program.

- 3.7 Keep on site and/or file, samples of student work from the final year of the program reflecting exemplary, average and minimally acceptable performance. (e.g. assignments, tests, capstone projects, etc.)

PLACEMENT COMPONENT

- 3.8. Considering the work placement component of the program:

- a. Please describe how and when the work placement operates.

Placement occurs in May and June during the second and third year of study. During this time, students apply their academic knowledge in a setting that is part of the criminal justice system. They attend their placements for 40 hours per week for a total of 320 hours per placement. After completing both placements, students accumulate 640 hours of professional experience to complement their academic studies.

- b. Describe how the students' work placement is assessed for effectiveness.

Students are expected to submit to their Placement Faculty Supervisor several assignments that formally document their progress while in placement and includes a learning contract and a formal evaluation. Each form allows the Placement Faculty Supervisor and Program Coordinator to see if the placement student understands his/her role and what is expected of them in the agency. The Faculty Supervisor contacts both students and Agency Supervisors during the course of placements to monitor the learning environment and experience. Any identified challenges by students or Agency Supervisors are quickly addressed. Agency and Faculty Supervisors assess each student's progress (i.e. are they meeting required tasks and responsibilities) during the placement. Common established goals for students in placement include:

- Identifying the kind of work that interests them and best fits their interests,
- Assessing their ability to use supervision and take direction appropriately, and
- Assessing how they adapt to being exposed to a variety of employment opportunities that their program will qualify/prepare them for.

Faculty Supervisors and the Placement Coordinator also assess the ability of the Agency and Agency Supervisor to effectively create a positive work environment. As well, students are asked to evaluate their placement experience for the Placement Coordinator.

- c. Indicate any issues that limit or impede work placement opportunities.

A primary concern expressed by a number of students is whether or not the placement is paid. Many students have expressed the importance of remaining employed during the spring/summer months in order to pay for school expenses for the following semester. As well, a number of students attempt to complete their placement while remaining employed. Some students are successful at completing the latter; however, some find it difficult which might impede their work performance at their placement. Additionally, some placements are not available to students since some employers say having students there for only two months is disruptive to their clients and organizations. Ideally, more options in terms of how and when placement occurs would be helpful. For example, it would be useful for some students to complete their placement 1-2 days per week throughout the year, or to complete it through a project based method.

d. Describe any changes in the work placement made in the past five years or planned for the future.

One student completed an international placement in South America last year. The program has also created a number of applied research-focused placements for students interested in pursuing social policy and research careers in the Criminal Justice System. Faculty continue to work on creating international placement opportunities (e.g. South America, Africa and in the United States) as options for students who express an interest in spending their spring/summer term placed in a completely diverse environment where they can learn and witness social/criminal justice practices and protocols in a different context. An application has also been made to provide a wider range of options for how placement can be structured to better meet the learning needs and goals of the student body. Having a wider range of options will also allow the program to expand partnerships in the field to offer a wider menu of work settings for students to choose from.

e. Please provide student work placement data from the last five years indicating for each year, how many students were placed and whether these placements were paid or unpaid.

Year	Total Number of Students	Total Number of Eligible Students	Number of Placements	Placement Rate
2009	N/A	N/A	N/A	N/A
2010	44	41	40*	100%
2011	116	114	67	100%
2012	157	152	80	100%
2013	198	194	91	99%

* Some organizations provide multiple placements so the numbers will not necessarily match

- *In 2010:* Humber’s student record system – LIS - shows that 34 completed placement, 2 eligible students were allowed to defer placement due to medical issues, 5 students were exempt as they were granted transfer credit from a previous program
- *In 2011:* LIS shows that 94 students completed placement (varies by date as some were enrolled later as computer glitches occurred), 6 students were exempt as they were granted transfer credit from a previous program, 14 are not accounted for (the program believes all 14 completed placements but there were computer problems that did not keep proper records)
- *In 2012:* LIS shows that 141 students were registered in placements, 10 students were exempt as they were granted transfer credit from a previous program, 1 student allowed to defer placement due to personal problems, 1 student withdrew from the placement course
- *In 2013:* LIS shows that 182 were registered in placements, 13 students were exempt as they were granted transfer credit from a previous program, 1 student left the program unofficially, and 2 students in 4th year completed placements they had missed for medical reasons in year 3

Students have found placements in a variety of organizations, such as:

- the Correctional Service of Canada:
 - Federal Penitentiaries
 - Federal Parole Offices
 - Community Correctional Centres
- The Ministry of Community Safety & Correctional Services

- Don Jail, Toronto West Detention Centre, Intermittent Centre
- Provincial Probation & Parole Offices – Adult & Young Offenders
- Crime Prevention Organizations
 - Crime Prevention Association of Toronto
 - Safe City Mississauga
- Police Services
 - Toronto Police Service
 - Ontario Provincial Police
 - Durham Regional Police Service
 - Halton Police Service

f. Please keep on file copies of any student placement handbooks and/or guidelines.

Student placement handbooks and guidelines are kept on file.

PARTNERSHIPS

3.9. Does the program have partnerships with external groups aside from the work placements, (e.g. other colleges, universities, school boards, agencies or companies)? Please list and describe.

As mentioned earlier, Humber's Criminal Justice program has a signed agreement with Niagara University to allow its graduates with a grade point average over 75% to enter its Master of Criminal Justice Administration program. Students who successfully complete an extra assignment in three courses – *Management in the Criminal Justice System*, *Restorative Justice*, and *Crime Prevention* – are exempt from these courses and only need to complete eight instead of eleven courses to be awarded the Master's degree.

a. How do these partnerships support/contribute to the program's learning objectives?

This is an excellent opportunity for graduates to continue their education at the Master's level and corresponds to the educational pathways initiatives outlined in Humber's Strategic Plan. It encourages students to maintain a strong grade point average and to become more engaged in various research opportunities while at Humber.

b. Describe any issues that limit or impede the development of these or other successful partnerships.

N/A

FACULTY QUALITY ASSURANCE

3.10 Excluding the College's orientation program please describe the procedures used to acquaint new faculty members (full-time and part-time) with the College, the School and the program.

All part-time faculty members meet with the Program Coordinator at the beginning of each semester. The Associate Dean and the PC have an open door policy where all faculty members, both part-time and full-time, are able to meet with them to discuss any issues or concerns throughout the term.

All new full-time faculty members also participate in a two year professional development program operated by Humber's Center for Teaching and Learning. The program includes an intensive three-day residential stay at Geneva Park that includes presentations by Associate Deans from every School at Humber, workshops, and information sessions on key student/faculty service areas of the college.

New full-time faculty members are assigned a mentor within the same School. These mentors act as coaches and sounding boards on issues that come up and help new faculty get to know the College and the School.

In the first year of hire, full-time faculty participate in weekly and mandatory three-hour sessions to learn more about Humber, its services, and programs, and to focus on teaching excellence generally.

All part-time faculty members are invited to attend the part-time faculty workshops that are facilitated by the Centre for Teaching and Learning. They are also encouraged to attend any of the professional development workshops offered by the Centre. Additionally, most part-time faculty take advantage of the individual assistance available in the instructional support studio and often participate in the group training sessions. The Program Coordinator acts as a mentor to any part-time faculty who are teaching in the program. Whenever possible the program tries to pair an experienced full-time faculty member with a part-time faculty member to help ensure support, as well as continuity and consistency for students.

3.11 Do faculty members in this program regularly participate in professional development activities? Please explain.

Yes, faculty members regularly participate in professional development activities. There are several workshops each month through the Centre for Teaching and Learning that are available to both full and part-time faculty. Recent topics have included the following:

- teaching documentation
- human rights training
- concept mapping
- how to build rubrics
- using humour in the classroom
- how to effectively facilitate group work
- mental health first aid
- designing engaging assignments
- promoting synergy between motivation and learning

Full-time faculty members are sponsored by the School of Social and Community Services to attend professional and research conferences on a regular basis. Many full-time faculty members have also presented at conferences.

3.12 Are there any professional development needs that are not being met?

Not at this time.

3.13 Consider the Student Feedback Questionnaire (SFQ) data below:

Faculty Assessment on Student Feedback Questionnaires (SFQs)

SFQ Question	Fall 2011			Winter 2012			Fall 2012			Winter 2013			Fall 2013		
	P *	S **	C ***	P *	S **	C ***	P *	S **	C ***	P *	S **	C ***	P *	S **	C ***
Q1 The professors were well prepared for class	96%	97%	96%	97%	98%	96%	94%	97%	96%	94%	97%	96%	96%	96%	97%
Q2 The professors presented their material in a clear manner	92%	94%	92%	90%	94%	92%	92%	94%	92%	91%	94%	92%	89%	92%	92%
Q5 The professors used a variety of teaching methods	89%	99%	87%	89%	92%	88%	91%	92%	87%	89%	92%	88%	92%	92%	88%
Q8 The way the professors taught helped me to learn	88%	91%	88%	87%	92%	89%	84%	89%	88%	87%	91%	89%	84%	88%	88%
Q9 The professors provided useful feedback about my progress	85%	87%	85%	84%	88%	86%	82%	85%	85%	86%	89%	86%	82%	84%	85%
Q11 The professors motivated me to learn	85%	89%	87%	84%	91%	97%	82%	88%	87%	83%	90%	87%	83%	86%	87%

* Percentage of the students in the **Program** who 'agreed' or 'strongly agreed' with the statement

** Percentage of the students in the **School of Social & Community Services** who 'agreed' or 'strongly agreed' with the statement

*** Percentage of students in the **College** who 'agreed' or 'strongly agreed' with the statement

a. How has the program responded to these results?

On an ongoing and case-by-case basis, the results are reviewed with faculty to establish a plan of action to both ensure student satisfaction or to improve student satisfaction. The School looks at these results in conjunction with data from other sources such as KPIs, class visits and student focus groups. When a problem is identified by the SFQs, the Associate Dean consults with the faculty member involved in order to resolve it.

3.14 Please indicate the ways in which your program regularly conducts faculty evaluations.

Ongoing and regular meetings with faculty are held to discuss performance. In addition, two types of class visits are undertaken; (1) formally by the Associate Dean for all probationary faculty and those identified with a need for support; and (2) informally by a faculty member with a view to exchanging best practices. In each case, a post-class meeting is held to discuss the findings and to establish a plan of action.

3.15 Please indicate the actions the program has taken to improve teaching effectiveness.

In addition to the items noted above, faculty are supported (including financially) in their pursuits of teaching effectiveness training. Humber's Centre for Teaching and Learning regularly offers professional development courses and seminars in the area of teaching effectiveness and the faculty in this program are encouraged to attend. Also, faculty are required to attend professional development meetings at different points during the year (typically when classes are not in session).

Some of the workshops offered by the Centre for Teaching and Learning during the 2012-2013 academic year included:

- From Drab to Fab: Rethink and Redesign your Blackboard Site

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- Put the Power Back into PowerPoint
- Using Music to Enhance Learning
- The Flipped Classroom
- Working with Groups
- iPads: Apps for the Classroom
- From Lecturer to Learning Coach
- Promoting Synergy Between Motivation and Active Learning
- Promoting Student Autonomy
- Designing Engaging Assignments
- Shoot, Edit, Upload: Build Videos and Podcasts
- The Virtual Classroom
- Conflict Management and Resolution
- Social Media in the Classroom
- Writing Measurable Learning Outcomes
- Intercultural Competencies

3.16 Have any students taken academic issues related to the program through the formal student appeal process in the last 5 years? If so, describe the nature of the appeals. Were the appeal(s) managed in conformity with Humber’s academic regulations?

There have been no formal appeals in the past five years.

4.0 GRADUATION and EMPLOYMENT OUTLOOK

LEARNER COMPLETION

4.1 Consider the data below related to student progress by cohort for the past five years. Are there any concerns?

No concerns. While the program lost students from the first cohort in 2009 over the four years until graduation in 2013, the numbers were increased with transfer students from diploma programs such as Police Foundations and Community and Justice Services from both Humber and other colleges.

Student Progress by Cohort – Profile 1

2009 Cohort								
	Semester							
	1	2	3	4	5	6	7	8
Total Enrolment	63	59	48	42	38	34	33	33
Average Overall GPA	75.8	73.7	70.3	72	69.9	71.3	70.7	72.9
Honours	26	18	20	13	5	5	4	4
Academic Probation	3	4	5	3	2	1	1	0
Required to Withdraw	2	5	3	1	0	0	0	0

2010 Cohort						
	Semester					
	1	2	3	4	5	6
Total Enrolment	70	59	53	47	41	42
Average Overall GPA	67.1	69.9	68.9	70.3	70.1	72.9
Honours	3	13	10	9	8	7
Academic Probation	5	9	6	1	1	1
Required to Withdraw	9	2	3	3	0	0

2011 Cohort				
	Semester			
	1	2	3	4
Total Enrolment	115	94	84	77
Average Overall GPA	67.2	68.5	69.3	72.2
Honours	8	9	11	23
Academic Probation	17	12	5	2
Required to Withdraw	14	7	3	1

2012 Cohort		
	Semester	
	1	2
Total Enrolment	113	94
Average GPA	67	68.3
Honours	8	14
Academic Probation	25	22
Required to Withdraw	13	9

Student Progress by Cohort – Profile A

2009 Cohort						
	Semester					
	3	4	5	6	7	8
Total Enrolment	41	45	39	38	37	38
Average Overall GPA	76.6	77.2	76.4	71.7	73.5	72.6
Honours	21	8	7	4	2	5
Academic Probation	3	3	1	3	1	4
Required to Withdraw	0	3	0	0	0	0

2010 Cohort						
	Semester					
	3	4	5	6	7	8
Total Enrolment	26	35	31	29	30	29
Average Overall GPA	77.7	73.4	73.9	73	71.1	73.4
Honours	12	5	3	5	2	3
Academic Probation	1	4	3	2	2	3
Required to Withdraw	0	1	0	0	1	0

2011 Cohort				
	Semester			
	3	4	5	6
Total Enrolment	46	37	36	29
Average GPA	75.8	72.7	71.3	73.9
Honours	13	7	0	2
Academic Probation	3	6	6	0
Required to Withdraw	2	2	4	1

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2012 Cohort		
	Semester	
	3	4
Total Enrolment	35	28
Average GPA	74.3	74.8
Honours	2	6
Academic Probation	1	1
Required to Withdraw	2	1

Student Progress by Cohort – Profile B

Winter 2012 Cohort			
	Semester		
	4	5	6
Total Enrolment	10	9	9
Average GPA	74.7	73.7	72.1
Honours	1	1	1
Academic Probation	0	1	1
Required to Withdraw	0	0	1

Winter 2013 Cohort	
	Semester
	4
Total Enrolment	13
Average GPA	76.2
Honours	1
Academic Probation	1
Required to Withdraw	0

4.2 Consider the data below related to graduation and retention rates. Are there any concerns?

The total retention and graduation rate is 65% which is just slightly below the rate for other baccalaureate programs at Humber.

Retention and Graduation Rates

2009 Cohort Retention & Graduation Rates			
On-Time Graduation – Winter 2013			
Number of Entrants	Program: N= 63	School Degrees: N= 63	Humber Degrees: N= 687
Percentage who left program	32%	NA	31%
Percentage withdrawn from program	3%	NA	2%
Retention and Graduation			
Percentage who graduated on time	48%	NA	50%
Percentage still enrolled in program	14%	NA	12%
Percentage who transferred/ graduated from another Humber program	3%	NA	5%
Total Retention & Graduation	65%	NA	67%

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The School of Social & Community Services did not offer any other degree programs until fall 2011.

4.3 Indicate the employment outlook for program graduates including a consideration of any labour market trends that could influence graduate employment.

The employment outlook for program graduates is good. A degree in criminal justice can lead to a range of careers including parole or corrections officers, youth workers, regulatory officers, community service coordinators, or a consultant in private or public sectors. The Employment and Social Development Canada web page indicates that careers in this field are experiencing strong growth which is expected to continue into 2020.

The outlook for graduates wishing to pursue a career as a manager in social, community or correctional services is strong. In 2014, the employment level is projected to be 114,208, with 6,957 job openings and 5,202 job seekers. The projected employment level increases to 115,644 for 2015, including 6,621 job openings and 5,228 job seekers.

The outlook for graduates pursuing employment in administrative and regulatory occupations is also strong. In 2014, the employment level is projected to reach 434,192, with 21,780 job openings and 13,300 job seekers. The projected employment level increases to 440,006 in 2015. Job seekers increase to 13,459, but the projected number of job openings slightly decreases to 20,522.

Employment levels in protective service occupations, which include correctional service officers, by-law enforcement, and regulatory officers, are projected to reach 40,518 in 2014. There will be an estimated 1,251 job openings and 1,262 job seekers in 2014. In 2015, the projected employment level increases to 40,930 with 1,243 job openings and 1,273 job seekers. The forecast numbers indicate a slight imbalance between job seekers and job openings.

The information above came from the following sources:

<http://www23.hrsdc.gc.ca/occupationdatadetail.jsp?sbmt=Search&component=Emp&component=JS&component=JO&QT=1&NOCT=0314&SKILLTYPEID=-2&SKILLLEVELID=-2&tid=031>

<http://www23.hrsdc.gc.ca/occupationdatadetail.jsp?sbmt=Search&QT=1&component=Emp&component=JS&component=JO&NOCT=1227&SKILLTYPEID=-2&SKILLLEVELID=-2&tid=122>

<http://www23.hrsdc.gc.ca/occupationdatadetail.jsp?sbmt=Search&QT=1&component=Emp&component=ED&component=JS&component=JO&NOCT=6462&SKILLTYPEID=-2&SKILLLEVELID=-2&tid=646>

<http://www23.hrsdc.gc.ca/occupationdatadetail.jsp?sbmt=Search&QT=1&component=Emp&component=JS&component=JO&NOCT=6261&SKILLTYPEID=-2&SKILLLEVELID=-2&tid=626>

4.4 How does the program respond to changes in the labour market/industry?

The Program Advisory Committee keeps the faculty team informed of any changes in the field. The program also has a number of recruiters who help prepare students for a variety of career paths. As well, there are workshops highlighting employment opportunities, and guest speakers augment and enhance material covered in courses that graduates need as they enter the workforce.

4.5 If available, please provide data regarding graduates of the program who have gone on to further academic study in the field or in a related field.

Please note that there have only been two graduating groups so far. The third cohort will graduate in spring 2014. One graduate from the class of 2012 went on to complete the Research Analyst graduate certificate program at Humber. There are currently about 15 students (some graduates and some about to graduate) who are in the process of applying to graduate schools in areas of criminal justice, and social work.

5.0 LEARNER EXPERIENCE

STUDENT FINANCIAL AND ACADEMIC SUPPORT

5.1 For this program:

- a. What were the student OSAP participation rates over the past four years?
- b. How many students received scholarships/bursaries over the past four years?

Please see the table below for the responses.

Year	Program Enrolment*	OSAP – Number of Students	Tuition Bursaries (\$1000)	Scholarships: One-Time	Scholarships: Renewable	Humber Students' Federation Bursaries
2009-2010	104	101	27	48	19	2
2010-2011	291	199	39	56	19	10
2011-2012	500	304	54	79	32	13
2012-2013	678	357	51	115	47	15

*note: Number enrolled and eligible for bursaries and scholarships excludes international students

To provide some context, in fall 2012, approximately 48% of all Humber students received OSAP. The following chart compares OSAP participation rates for degree students as a whole to the participation rates for students in the Criminal Justice degree.

Year	Degree Enrolment	Degree Students with OSAP	% of Degree Students with OSAP	(2220) Enrolment*	(2220) Students with OSAP	% of (2220) Students with OSAP
2009-2010	4433	2044	46%	104	101	97%
2010-2011	5183	2350	45%	291	199	68%
2011-2012	6084	2780	46%	500	304	61%
2012-2013	7201	3434	48%	678	357	53%

*note: Number enrolled and eligible for bursaries and scholarships excludes international students

5.2 How are students guided and supported throughout the program (upon pre-admission, admission, for course selection, for academic problems, for career direction etc.)?

The Program Coordinator (PC) is frequently called upon by various applicants for academic advising before and during the admission process. The Admissions Officer will answer questions directly related to admission criteria but will refer applicants to the PC for answers about career paths, transfer credits, academic expectations in the program, etc. Once students are accepted and have paid their tuition, a letter from the PC and Student Support Advisor (SSA) is sent out in early July welcoming them to the Criminal Justice program and inviting them to call if they have any questions. A new initiative in summer 2013 was that the SSA personally contacted every incoming student to welcome them and invite them to attend orientation. As a result, many issues that sometimes negatively impeded a student's progress in the first few months were addressed over the summer.

At orientation students are introduced to the Dean, Associate Dean, PC, and SSA along with the faculty, and their roles are briefly explained. Criminal Justice faculty members let the PC and SSA know at the end of week two if there are any students who have not yet attended classes. The PC and SSA reach out by phone and email to see if there is anything interfering with their attendance. They also stress the positive relationship between academic success and class attendance.

Faculty bring to the PC and SSA's attention students who are struggling with various personal or academic challenges and they meet with them and make appropriate referrals. The PC often acts as an advocate for students and makes accommodations with faculty members on their behalf. This is done in part so that the student does not have to disclose personal and sensitive information to every faculty member.

The PC and faculty members discuss career interests that students have. They also arrange for guest speakers to come to classes and always reserve a portion of the time for students to ask career related questions.

STUDENT INVOLVEMENT

5.3 Please indicate ways in which students in the program:

a. Are involved in the decision-making processes.

Students are involved in the decision-making processes in various ways. For example:

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- The Program Coordinator solicits feedback from students in regard to satisfaction with their courses
 - The Program Coordinator solicits feedback and suggestions from students in regard to special events, and speakers who students would be interested in hearing. Whenever possible, students who make suggestions about potential speakers, events etc. are invited to assist or to organize them with support from the Program Coordinator to help them develop their leadership skills.
 - The Program Coordinator will host “lunch” or “feedback” sessions from time to time with groups of students.
 - The Program Coordinator posts office hours each week and actively invites students to provide feedback about their courses and the program at any time during the semester.
 - The Dean and Associate Dean host focus groups with students each year to get their direct feedback and suggestions.
 - Faculty often modify their teaching methods based on responses contained in student feedback questionnaires (SFQs).
 - Students can choose their research topics for their individual and/or group research papers. In the *Criminal Justice Research* and in the *Crime Prevention* courses, for example, students are engaged in decision-making at every phase of their projects.
 - Students are sometimes allowed to choose their own groups for group projects and presentations
 - The faculty team implements practices based on student feedback to the Program Coordinator. For example, some students indicated that they were overwhelmed in certain weeks with assignments and tests/exams. The faculty team now creates a calendar and works cooperatively to spread out assignment due dates as much as possible. Another example is that students expressed concern over having to write their exams in two days rather than having them spread out over the exam week, additionally some students have come forward to express concerns with overcrowding and potential academic misconduct in exams. The PC has implemented an “exam week schedule” that ensures students do not have six hours of exams in one day without a meaningful break, and where possible only one exam on a given day. All students in the same course write exams at the same time and day with the course instructor and at least one other faculty member supervising.
 - Many faculty members use additional feedback techniques such as "stop/start/continue" to elicit feedback which is then acted upon.
 - Faculty members are encouraged to think of creative ways to give students a voice while preserving the integrity of their courses and learning outcomes.
- b. Have been involved in research and scholarly activities specific to the program and field of study.

A number of faculty members have been actively involved in conducting research studies with outside agencies or on campus and have hired student researchers to assist with these projects.

The fourth year students complete a major research project. The program hosts an annual research poster presentation conference that has students showcasing their work at the Lakeshore campus.

- 5.4 How have the students been involved with the development of the academic community at the College in general? (e.g. attending/organizing special events, conferences; participating in professional/academic development opportunities both within and outside of their field of study)

There have been a number of speakers at Humber and many students attend these lectures. The speakers’ series for 2013-2014 included:

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- Dr. John Jennings from the University of Buffalo on “I’m the Man! Deconstructing the Concept of Masculinity in the African-Canadian Community”
- Globe & Mail Foreign Affairs Correspondent, Sonia Verma, on “Arab Spring, Arab Winter”
- CAMH Psychiatrist, Dr. Kwame McKenzie, on “It’s not just what you do, but the way that you do it: A new paradigm in public mental health”
- Filmmaker, Shalini Kantayya, on “A Drop of Life: Inside the Mounting Water Crisis”
- Nick Saul, Executive Director of ‘The Stop’ Community Food Centre, on “From Charity to Solidarity: Making the Case for Good Food for All”
- Dr. Tricia Rose from Brown University on “Consuming Inequality: The Crucial Role of Media and Popular Culture for a Just 21st Century World”
- Michael ‘Pinball’ Clemons on “Reaching New Heights”
- Broadcaster and Internet Strategist, Jesse Hirsh, on “How to Get Paid in the Knowledge Economy: Literacy, Authority and Street Smarts”
- Sociologist Michael Kimmel on “Venus or Planet Earth: Women and Men on Campus in a New Millennium”

The School of Social and Community Services hosts a Criminal Justice Speaker series that provides students with an opportunity to attend in addition to their regularly scheduled classes. Recent speakers included:

- Office of the Independent Review Director Education Team on “Who is policing the police?”
- David Mitchell, Regional Director Probation & Parole on “Managing conflict in correctional settings”
- Dr. Mark Totten, Criminal Justice Professor on “Gangs and Gender: Risks and Solutions”
- Brent Mitchell, Executive Director, Partners International on “Human Trafficking: International & Canadian Perspectives”
- Win Waher, Manager, Association in Defence of the Wrongly Convicted, on, “The Wrongly Convicted”
- Irina Sytcheva, Manager of Policy and Community Relations, Schizophrenia Society of Ontario on “The Mental Health Crisis: Challenges for Criminal Justice Professionals”
- Jake Mendlow, Retired US Marine on “Post-Traumatic Stress Disorder”
- Staff Sergeant Kimberly O’Toole, Toronto Police Service on “Investigative Interviewing Workshop”
- Alex Drakos, Youth Justice Facilitator on “Youth Justice Committees”
- The Interrupters Film Presentation followed by Panel Discussion with Community Leaders and Police Representatives
- Jagmeet Singh, MPP on “Representing the Interests of Communities”

This year the program has started sponsoring Criminal Justice students to attend conferences. Three students attended the National Restorative Justice Conference on November 18th & 19th and four students attended the Association in Defence of the Wrongly Convicted 20th Anniversary Conference and Gala dinner on November 23rd, 2013

- 5.5 Describe the channels of communication that exist between students and faculty and students and program/school administrators relative to managing student academic and non-academic complaints.

The program follows the college standard for handling academic complaints. The student first discusses the matter with the faculty member. If the matter can’t be resolved at that point, then the Program Coordinator becomes involved, and if necessary the Associate Dean and the Dean. The college also has a formal complaints committee that students can appeal to if the matter is not resolved to their satisfaction with the above procedure.

For non-academic complaints, such as time-management or personal difficulties or registration issues, students are referred to the appropriate college departments or personnel.

5.6 How are students made aware of the complaint processes?

Starting at new student orientation, students are made aware of their responsibility to read and know Humber's Academic Regulations and the Criminal Justice Policy Manual. The Regulations clearly explain the academic complaint and related processes. Depending on particular circumstances, students will be reminded of those processes when dealing with the Registrar's Office, the Associate Dean, their PC, faculty, etc.

5.7 Referring to the KPI data in Appendix III, how does the program use the data to identify and respond to challenges and opportunities in student satisfaction with the program?

The KPI results for the program are very positive and largely consistent when compared to students enrolled in alternate degree programs. In 2011, students were more satisfied with the overall quality of service in the college, when compared to students enrolled in alternate degree programs. Also, in 2012 and 2013 students were less satisfied with skills and knowledge they acquired throughout their program.

The faculty team review the KPI results each year and discuss the areas of concern and identify what might account for these results and develop plans to address the concerns.

STUDENT FOCUS GROUP REPORTS

SUMMARY
FOCUS GROUP: BACHELOR OF APPLIED ARTS – CRIMINAL JUSTICE
Fourth Year Students
Date: November 4, 2013

The following is a summary of the discussion with the focus group students from the fourth year of the Bachelor of Applied Arts –Criminal Justice program:

Why Humber?

The students identified several reasons why they chose the Bachelor of Applied Arts –Criminal Justice program at Humber:

- Many of the students in the group transferred into the degree program after completing either the Police Foundations or the Community and Justice Services diploma programs. They decided to complete a degree in order to enhance their career options and improve their advancement opportunities after graduation. The students also mentioned that receiving advanced standing in the degree program was an added attraction
- When compared to other institutions, the small size of the campus and its location were also appealing
- The program features two placements, which provides opportunities to obtain practical, hands-on experience

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- Unlike other institutions, especially universities, all classes are scheduled during the day, which mean that students can work or care for family members in the evening.

Program Strengths

The students listed a number of program strengths:

- The program has small class sizes, especially when compared to similar programs at universities. Because of the small class sizes, the students are able to form strong relationships with each other and with the faculty – the faculty actually know them by name and are very approachable and supportive
- The faculty have a wide range of real-world experience in the field, which they bring to the classroom
- The program coordinator is very supportive and empathetic and always responds to students within 24 hours
- The curriculum is nicely balanced between theory and practical knowledge.

Some Issues of Concern

Although the students are satisfied that they chose the right program and would recommend it to others, they did have some concerns in the following areas:

Admissions

- Two of the students in the focus group initially thought they had applied to and been admitted to the University of Guelph Humber program in Justice Studies. They felt that because of the similarities between the two programs, more details should be provided to applicants to prevent any confusion.

Curriculum and Course Delivery

- The students are generally satisfied with the core curriculum. However, they did emphasize that there was a lot of variation in the course delivery, especially when different faculty members are teaching the same course. This means that the students do not feel they had similar experiences in the same course, with some students saying a particular course was very informative and others saying that it was not. The students recommend that faculty members teaching the same course collaborate to ensure they are teaching the same content in a similar manner
- Students who transferred from the Community and Justice Services program were exempt from the Victims in the Criminal Justice Services course; however, a number of faculty members repeatedly referred to the course. When the students would ask for clarification, they were told “that was taught last year”
- Some faculty members rely too heavily on PowerPoint slides; for example the faculty member teaching Clinical Criminology this semester can have up to 80 or more slides, and frequently doesn’t get through them all. The students do, however, like this faculty member and did point out that this is her first year of teaching
- In the Management course, the faculty member tends to wander away from the course content too much; the students feel they are attending class only for the presentations and the attendance grade
- For some of the students, the Statistics course in the fourth semester was very intimidating and challenging, yet didn’t seem overly relevant to the program; however, the faculty member who taught the course was very supportive and understanding

- The students are also very disappointed in the thesis assignment. Those writing individual research papers feel they are going to struggle to reach the 30-page requirement without repeating much of what has already been covered, and those who are working in groups on an applied study would like to survey more than just Humber students
- The students unanimously said that they would like more elective choices, as well as the option of taking electives in different time modules; there is also some confusion around the upper level elective requirement.

Assignments

- Now that they are in their final year, the students feel that many of their assignments are repetitive; they find themselves taking apart old essays from previous courses and struggling to find fresh content and sources
- There are also a lot of variation in grading among the faculty members and on occasion, the students do not understand the requirements for an assignment nor why they received a particular grade; the students would like all the faculty members to provide them with clearly written guidelines and rubrics for every assignment
- The students also reported that they are getting very mixed messages and are now being told that they do not know how to write an essay, yet they have been writing them for three years; this is occurring especially in Restorative Justice, Management, and Criminal Criminology. In fact, in Criminal Criminology, the faculty member told them that their APA documentation was incorrect, even though it's straight from the Humber College library website
- The students would also like their assignments spaced out more equally. This semester, everything is due at the end of October and November
- The students also dislike cumulative exams. For example in the Clinical Criminology course, the final exams covers the whole semester
- The Law class this semester also has too many assignments – two presentations with corresponding papers, a major essay, a midterm, and a final exam. The students also didn't get the second set of presentation topics until the first set of presentations was completed, which didn't give them enough time to prepare.

Communication

- The new Blackboard system has created a number of communication problems, especially because, unlike the old system, students aren't automatically notified when a new course message has been posted. The "group messaging" function is also unreliable, and the new system no longer has important links to Humber mail, who's online, class roster, profile update , and so on

Work Placements

- The students unanimously identified the two work placements as the most disappointing part of the program, especially because for some of them, the work placement component was the major reason that they chose the program at Humber
- One of their concerns was the turnover in placement coordinators –apparently there has been 3 or 4 placement coordinators in the past few years, which led to a lack of support for the students and

communication problems with both the organizations offering the placements and the students themselves

- More importantly, however, was the lack of quality placements. The students do not feel that positions as security guards reflect well on their resumes, and their impression is that students in similar programs at other institutions seem to receive better placements
- The summer timing of the placements is also a concern. Some of the placements were at youth facilities, which have few youth in the summer. The unpaid placements also interfered with their ability to work to earn tuition money. They would prefer to go on placement throughout the academic year, perhaps one day per week, where for example they could work with a client weekly and follow through with the resolution
- The students strongly recommend revising the way the potential positions are listed and the process for applying for those positions. They were given a 50-page PDF with not enough information about the organizations or even the types of positions for them to work with. Instead, there should be a website where they can click on an organization to get more details about the position so they can write targeted letters of application and resumes. The students also point out that location is important too – many of them do not live in Toronto, but they were not allowed to contact potential organizations to find out where they were located. Finally, the students feel that they should be allowed to apply for more than one position at a time, just like a genuine job search. The way it works now, they often don't find out that they have not got a position until it is too late to find a suitable one.

Textbooks and Learning Resources

- The students admitted that they do not generally purchase all of the texts, largely because of the expense and because many texts are not well used in class. The students generally find most of their resources online or through the library, but are very open to using texts if they were more affordable. Most of the students in the focus group would welcome inexpensive electronic versions of the texts
- The texts they found most useful include the current Law text because many of the assignments are based on readings from the text, as well as the midterm exam. The Management text is also useful for the online quizzes, and the Clinical Criminology text is very interesting.
- In terms of other learning resources, the students reported that the tutors in the Math Centre were extremely helpful when they were struggling with the statistics course. However, the Writing Centre was less helpful; when they attempted to get assistance, they were told that they had to bring a complete draft and not just the outline for feedback. They questioned the value of writing a complete draft only to be told that they needed to rewrite it because of problems that could easily have been identified at the outline stage.

Other Concerns

- Finally, the students are concerned about whether they will be able to go on to graduate work after completing the program. They feel that because the program is a Bachelor of Applied Arts, which is not well recognized, their options will be limited or non-existent.

SUMMARY
FOCUS GROUP: BACHELOR OF APPLIED ARTS – CRIMINAL JUSTICE
Third Year Students
Date: Monday, November 4, 2013

The following is a summary of the discussion with the focus group students from the third year Bachelor of Applied Arts – Criminal Justice Program.

Why Humber?

- Unlike universities offering similar programs, Humber's program offers specialized, core courses in the first semester
- The program features two work placements
- Classes in the program are small in size and faculty are engaged with students
- One student transferred into the degree program from the Police Foundations Program. She was referred to the degree by her program coordinator and chose to enter into the Criminal Justice program to enhance her career options. Receiving advanced standing was a benefit.

Program Strengths

- The program coordinator is very knowledgeable, supportive and cares about student success
- The work placements provide students with an opportunity to test certain career paths and build industry connections
- The curriculum is well balanced and theoretical knowledge is built-on from semester to semester, and courses include practical application of theory
- After the first semester, students are able to build their own timetable which allows them to condense their schedule for work or family purposes
- The faculty have real world experience in the field, which they bring to the classroom in the form of examples and discussion
- The program has a core set of faculty who teach a variety of different courses to the different cohorts. Students like this because they feel they are able to build a rapport with the professors, know what is expected of them at the beginning of the course, and how to manage the different teaching styles.

Curriculum, Delivery, Assignments and Textbooks

Curriculum

- The students would like more elective choices. They did not understand why the Humber web page listed numerous elective courses, but they were only provided with 5 to choose from. Some students felt forced into a course that they really did not want to take and do not find useful to their program
- Some students felt that the review of theoretical concepts at the beginning of the semester could be condensed and it becomes repetitive. Whereas, other students believed the length of review was necessary

- The statistics course was difficult and if students were not successful they were not able to retake it the following semester. Students would like more options for retaking this course as the summer fee is quite expensive

Faculty and Course Delivery

- Students agreed that the majority of faculty are passionate, supportive, and knowledgeable
- The students found the courses below particularly engaging -
 - o Criminal Law and Procedure
 - o Gender in the Criminal Justice System
 - o Sociological Theories of Crime
- Although the students like all the faculty members, they believe some rely too heavily on their PowerPoint slides and do not engage the students in discussion enough. These courses include –
 - o Victims in the Criminal Justice System
 - o Psychology of Criminal Conduct
 - o Principles of Sociology
- Students feel they may benefit from the psychology course being restructured. They feel there is too much information to get through in one semester and suggested it be split into 2 courses, or cover fewer chapters in the text and make up for this by learning the material on their own through assignments

Assignments and Feedback

- Students would like to see a better distribution of assignment due dates. At times they feel that too many assignments are due either on the same day or the same week and at other times they have nothing due
- Students believe every course should incorporate participation marks to encourage students to attend class and encourage class discussion and interaction
- There is a variation in grading and feedback. Some faculty members only give feedback if students ask for clarification. Also, students would like formal, clear guidelines/rubrics for written assignments.
 - o For example, the Aboriginal Studies professor (Winter 2013) did not provide guidelines or a rubric and when they did provide one to students after multiple complaints the professor did not remark or explain marks based on this rubric. This professor also did not follow APA format and deduct marks on what students thought was proper APA format
- Students valued receiving mid-term marks this semester, but would like to see this mark reflect a larger portion of their grade
- Some students believe professors rely too heavily on the Turnitin resource count. A Criminology assignment requires no more than 15% of the paper to be sourced, but when students are required to use at least 8 sources the count calculated by Turnitin will be much more than 15%. They feel they should not be limited to a percentage but a number of sources

Work Placements

- Some students felt as though the placements were geared toward the Toronto area and found it difficult if they lived outside of the city

- Students were disappointed that their work placement choices were limited and would like more flexibility with their placements and have the opportunity to complete a paid placement
- Although the students like the current placement advisor, they feel he needs assistance to manage the number of students looking for and completing placements.

Textbooks

- Generally the students do not purchase the textbooks because they are expensive and most courses do not use the text extensively. Students are able to use library resources to complete assignments and lecture material to study for exams
- Students do not purchase the Gender in the Criminal Justice System text because the professor does not use the text
- Students felt the first year textbooks, including psychology and sociology courses, were valuable because the courses are largely theoretical
- All students agreed that less expensive, online resources/texts would be an excellent alternative to textbooks as long as they were able to print materials to study for tests

Facilities/Services/Resources

- Students valued the interactive nature of the counselling labs and the voucher system for assignments
- Most of the program classes are in the annex building. Because of this students would like to see a computer or printing space in this building and more food options
- Parking is expensive and on occasion there are not spaces
- Students were not aware of the many facilities and resources available to them, including computer labs and additional printing areas
- Study and group space is minimal and students would like to see more library resources available to them in the L-building

SUMMARY
FOCUS GROUP: BACHELOR OF APPLIED ARTS –CRIMINAL JUSTICE
Second Year Students
Date: November 18, 2013

The following is a summary of the discussion with the focus group students from the second year of the Bachelor of Applied Arts –Criminal Justice program:

Why Humber?

The students identified several reasons why they chose the Bachelor of Applied Arts –Criminal Justice program at Humber:

- Unlike universities, Humber’s Criminal Justice degree program offers a mix of theoretical content and practical, hands-on application of knowledge learned
- The program offers a work placement where students are able to gain valuable real world experience

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- Marketing material found on the program web page is concise and offers a clear representation of curriculum progression from semester to semester
- One student who transferred from the Police Foundations Program did so to enhance her career options as many colleagues were having trouble finding employment. The student also mentioned that receiving advanced standing in the degree program was an attraction
- Humber is known for its welcoming atmosphere, hands-on learning experiences, and excellent faculty members who are knowledgeable in their field
- Humber's Lakeshore Campus is located in Toronto which offers multiple commuting options.

Program Strengths

The students listed a number of program strengths:

- The program coordinator is an integral part of the program and is genuinely invested in the success of students. She has a wealth of knowledge both in the justice system and social work. Also, she is very hands on, easy to get a hold of and is always willing to meet with students
- Unlike broad Criminology programs offered at universities, Humber's degree program offers a unique, focused approach to the criminal justice system
- Faculty are currently working in the field or have worked in the field. This helps the program stay current and most faculty members appear to be at Humber because they are passionate and love to teach
- The work placements are an integral part of the program.

Some Issues of Concern

Although the students are satisfied that they chose the right program and would recommend it to others, they did have some concerns in the following areas:

Admissions & Registration

- One student had problems registering for the program. He applied to the program after the deadline but was told the program was not full. He was told to wait for a status update on SRS and this never happened. Due to this, he was unaware that he needed to submit a letter because he was a mature student and by this time the program was full. He did end up enrolling into the program, but had to wait until late August to secure a spot
 - Most students were unaware of the age that one becomes classified as a mature student
- One student who enrolled into the degree program from the Police Foundations diploma program had a problem receiving her scholarship. All other PFP graduates in her cohort, who had achieved honours, received the first portion of their \$2500 scholarship and she had not. She sought out assistance from the Registrar's office but they were unaware of this scholarship and were not able to assist her. She then spoke to the awards office and they indicated that due to the mistake they would apply the entire scholarship to her tuition in the winter 2014 semester. The student went to pay her fees for the winter term and only half of the scholarship had been applied. The problem still had not be resolved at the time of the focus group
 - The student would like to see better communication between the two departments regarding scholarships
 - She particularly found seeking out an answer and retrieving information from the Registrar's office difficult and she often had to wait up to 30 minutes to speak to someone

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- Due to the size of the program, students have found that core course sections fill up quickly leaving them with few options. Students would appreciate more variety in section times and availability, to be able to manage demanding school and work schedules.

Curriculum and Course Delivery

- Some students have found that courses in the second and third semester are repetitive and duplicating a great deal of first semester content
- Courses which students have found repetitive include: Introduction to the Canadian Criminal Justice System, Community Corrections, History of the Canadian Correctional Institution, Criminology, and Victims in the Criminal Justice System
- The Community Corrections course is the most repetitive, and students feel it may not need to be its own course. Students suggested integrating more of the course content into the other courses
- Students have found that they have little choice in which courses they take. They would like to have more selection of specialized courses and for the program to consider offering pathways or streams in the upper years
- Students who have transferred from the PFP program have noted duplication in the 3rd semester. Most have found course content in the Contemporary Policing, Victims in the Criminal Justice System, and Community Corrections similar to what they had covered in the PFP program. Students expected a higher level of course content and teaching, but feel the courses are too similar to those taken at the diploma level. They would like to either be exempt from these courses or for faculty to communicate between programs to reduce repetition
 - Some faculty teach in both the PFP program and the Criminal Justice program and the content is very similar, if not the same
- Some students have found the core courses to be less academic than the non-core courses, requiring more research and examining in-depth theoretical concepts. They would like to see program core courses to be taught at the same level
- Students found that the Criminal Law & Procedures course mock trials were ineffective. They would find the mock trials more effective with a better understanding of the legal system and if the trials did not take up half a semester. Students felt like they learned the basics of the legal system but this knowledge was dependent on what the faculty member put on the PowerPoint slides and how the professor lectured.

Assignments

- Students feel that there is too much group work assigned in the program. They have found that a number of students do not pull their own weight when in groups and rely heavily on other members. At times, individuals have completed the entire assignment by themselves because they would rather get a good mark than have to chase after group members who are not committed
 - Students would like to see peer assessment required on all group assignments. And, this assessment to be done online so that they are not pressured in class by group members
 - Students would like some way of enforcing individual accountability
 - Some students feel professors assign group work because they are required to do so
- Students would like more assistance from faculty members when dealing with a group member who is not pulling their weight. In 1st semester, in the Introduction to the Canadian Criminal Justice System a student was put into a group with members who did not do any work. He completed the lengthy assignment on his own and when he approached the faculty member to express his concerns, the

faculty member indicated that the peer assessment portion of the assignment would raise his grade. This did not happen and he failed the assignment

- In the Fall 2013 term, students have had problems with the Counselling professor which has affected their understanding of assignments and exams. The faculty member has missed a number of classes and does not provide enough notification when cancelling class. On one occasion, the faculty member cancelled Monday morning's class at 12:00am
 - There was confusion regarding the final assignment structure and rubric. The outline stated one thing (transcribe only the 5 questions asked in the mock session) whereas the professor indicated she wanted everything transcribed. Students sought clarification and did not receive a clear answer and were told they would go over assignment requirements in class. The professor cancelled the class before the final assignment due date which did not provide students an opportunity to ask final questions. Due to this, students have attempted to email the professor and have not received a response in 4 days
- Students have found the video tape assignments in the Interpersonal Skills and Group Dynamics and Counselling courses ineffective. They would like external scenarios to be used instead of students making up their own, and feel this would better assess their understanding of the course material as they will need to consider all course content
- In the 3rd semester, students have three major assignments due within three days. By the final assignment students indicate the time and effort put in is far less. These assignments are all from core courses and they would like faculty members to communicate and distribute due dates more evenly
- There is concern over the number of courses in the fourth semester (7 courses).

Communication

- Students have had some difficulties using the new Blackboard system. There is a lack of ability to see if they have received course messages and some have missed key messages
 - It is not user friendly, and some feel you have to be very tech savvy to navigate the new system
 - Students would like to see consistent marking formats on Blackboard, either percentages or grade.

Work Placements

- Although the students have yet to complete their work placement they did have some concerns over the lack of information they had received
- Due to this lack of information and uncertainty among students, they felt having a mandatory placement class or sessions beginning in September would be helpful and provide them with guidance. This would also give them a chance to express their placement interests and what they hope to gain from this opportunity, so that they are placed in jobs that suit their future aspirations
- Students have a hard time meeting with the placement advisor and believe, due to the size of the program, there should be more than 1 advisor
- Students are concerned that they will not be able to continue with their full-time or part-time jobs while completing their unpaid placements, which will create financial strain during the following term. They would like the option of completing a paid placement
- Students would like to have a list of placement options earlier in the year and be able to secure placements well before the summer term, as they were told it is first come first served. Furthermore, students were told that if they seek out a placement on their own it must not overlap with those offered

through the placement advisor, as there are a specific number of placements available for each organization/company.

Textbooks and Learning Resources

- Some students believe a textbook should be added to the Community Corrections and The History of the Canadian Correctional Institution. The lectures are broad in scope and a text would provide more detailed information to the lectures. A text would also offer clear definitions and examples. Students are unsure how the final exam will be structured and would like an additional resource to study from
- The Criminal Law and Procedure online resource did not supplement the course well. The resource required students to be familiar with the legal profession
- Students used the Criminal Code book in the PFP program and feel that this document should be introduced in the degree program
- Most students have kept their first semester texts, as they are valuable resources for future courses
- Although online resources or readers would reduce costs, students feel that such resources would only work with certain courses and agree that not all students like reading online when they already stare at a screen for a large portion of the day
- Students would like more program specific resources in the library, both hard copies and online resources.

Other Concerns

- Some students are concerned about the stigma attached to getting a degree at a college and about opportunities to further their education. They wonder if this stigma would be reduced if the program title did not include 'applied' in it
- Due to the vast majority of industry relationships faculty members bring with them, students would like to have more off-campus trips, networking events, and workshops. They would also like to see a mix of industry guest speakers and academics.
- Students would like the option of opting out of the health plan.

SUMMARY
FOCUS GROUP: BACHELOR OF APPLIED ARTS – CRIMINAL JUSTICE
First Year Students
Date: Tuesday, November 5, 2013

The following is a summary of the discussion with the focus group students from the first year Bachelor of Applied Arts – Criminal Justice Program.

Why Humber?

- Humber is one of the few colleges to offer a degree in Criminal Justice
- Unlike university programs, The B.A.A. Criminal Justice program offers smaller, interactive class sizes and a work placement

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- The opportunities for employment are strong
- Humber has a great reputation and the campus location for most students is convenient
- Most students noted that compared to other colleges and universities, program materials including curriculum structure and course descriptions were thorough and provided potential students with a clear understanding of what they will learn, pathways for further education, and employment opportunities. This was a large part of why students chose to apply to the program. Many students had access to these materials in the High School Guidance office.

Program Strengths

- The program offers a mix of theoretical concepts and hands-on application of these concepts
- The work placement allows students to gain valuable job experience, figure out which sectors of the industry best fits their skills and wants, and provides opportunities to network and gain permanent employment
- Assignments in the first two years of the program are structured to develop and strengthen writing skills of students – skills which will be heavily relied on in the final years of the program and invaluable in the workforce
- Class sizes are small, which allows each class to include discussions where every individual has the opportunity to speak and seek answers or further clarification
- The environment is welcoming and faculty members and the program coordinator are always available to assist students making the transition to post-secondary education

Curriculum, Delivery, Assignments and Textbooks

Curriculum

- A few students have entered the program out of non-semestered high schools and have found it difficult to adjust to the pace of the semester structure

Faculty and Course Delivery

- Faculty are knowledgeable, approachable, and have valuable industry expertise because they either actively work or have worked in the field
- At the beginning of the term professors were responding to student emails in a timely manner (within 48 hours), but recently students have not been receiving responses
- The SOCI 201 professor (Tuesday morning) is rushed because they have a certain number of slides to get through, leading to course content not being clear and students are not involved in discussion. Also, the structure of the class is not well thought out and the professor jumps back and forth from one concept/example to the next confusing students further. Students admit to ‘tuning out’ half way through class because they can’t follow the content being presented
- The SOCI 201 faculty member who teaches on Friday mornings is an excellent professor and engages students in course content through a combination of lectures, examples, discussions, and visuals
- Although students realize 8:00 am classes are necessary for scheduling purposes and room usage, they would prefer theory classes to be scheduled mid-morning so that they are better able to focus.

Assignments and Feedback

- Students feel that assignments and exams are distributed across the semester well and not weighted too heavily, allowing students to make up for a poor mark on one or two assignments
- Students value the voucher to hand in one assignment late each semester and the License to Write offering in first semester. These opportunities relieve some stress during busy times
- Faculty members provide students with assignment due dates and exam dates well in advance, allowing them to manage their time
- The Criminology professor posts tests on Blackboard and gives students the choice of when to take the test between Friday and Sunday. Students like this option and believe the tests assess their understanding of the content well, as they are a mix of text and lecture material
- Students have noted some discrepancy in multiple choice answers in their SOCI 113 class. When reviewing the tests, students will question why one or more choices were incorrect. They said the professor does not provide a clear explanation of why the one answer was correct
- Expectations of essay style assignments and marking across courses can be inconsistent. Students would like to have a standard rubric for each course
- Students would like to have a set, standard time for submission of assignments on Turnitin for all courses
- Although group work is valued and students like that their groups are selected for them, allowing them to get to work with and learn from different classmates, there have been some concerns noted:
 - o Students would like smaller group sizes
 - o Groups should not be assigned the first week of classes

Textbooks

- Students have found the Criminology and Interpersonal Skills and Group Dynamics textbooks very useful
 - o The criminology professor requires students to use the text to complete essays
- The SOCI 113 textbook was designed by the professor and students have found the text hard to navigate. They said it does not include key materials needed for assignments and presentations. Students would value a formal textbook or a course resource with more structure
- The HIST 102 professor provides online resources, which include a blend of articles and case studies
- Students would value electronic resources/texts if they were less of a cost and if students were able to print chapters or articles when studying.

Facilities/Services/Resources

- Program orientation was valuable and students enjoyed getting to know the campus, program administrators, upper year students, and those in their cohort. Students also valued the USB provided to them with the program manual and an APA format guide. Although students did like the idea of the scavenger hunt they did not think it was well planned out and were at times confused
- Students have found that they are not well aware of events and workshops being held at Humber
- When aware of resources, such as peer mentoring and the writing centre, students have found them helpful
- The resource desk in the library is a valuable resource and library staff have assisted students tremendously with locating key resources for assignments

- A student was looking for two books which the library did not own. The library liaison for the program met with the student and purchased the two books. The student did not expect the library to do this and believe they went above and beyond to meet her needs
- The library is too small and there are not enough computers
- There are not enough computer labs or group work space on campus
- The cafeteria should offer more menu options and accept all methods of payment
- Students feel there are not enough security guards patrolling campus and the lighting behind the G building is poor in the evenings
- Students would like the option to opt out of health care
- Information regarding how to collect bursaries is unclear

CRIMINAL JUSTICE FACULTY RESPONSE TO STUDENT FOCUS GROUP SUMMARIES

The Criminal Justice faculty team reviewed the feedback from the student focus groups and found the information overall to be positive and helpful in identifying areas for potential change and for what should remain the same. Professors will review the results of the focus groups, KPI, SFQs and verbal feedback from the students at the annual CJ Faculty retreat in May 2014 and develop strategies to address concerns. Having said this, the sample size of students who participated in these focus groups is quite small and therefore, cannot be considered fully representative of the entire student group's ideas. There are numerous other formal and informal, solicited and unsolicited information opportunities that the program uses to secure student feedback. The CJ faculty team takes feedback seriously and have established numerous initiatives to assist students and to ensure a positive and productive learning experience for all. Professors advocate on students' behalf with various campus services whenever they become aware of a situation that interferes with their progress.

6.0 PROGRAM RESOURCES

HUMAN RESOURCES

6.1 In which professional organizations do faculty/staff of this program participate?

Faculty Name	Academic Qualifications	Memberships/Professional Organizations	Professional Designation	Full - Time	Part-Time
Jeanine Webber	PhD	<ul style="list-style-type: none"> • Ontario College of Social Workers & Social Service Workers • Ontario Association of Social Workers • International Community Corrections Association – Appointed to Board of Directors, February 2014 	<ul style="list-style-type: none"> • RSW 	√	
Aqeel Saied	PhD	<ul style="list-style-type: none"> • Children's Aid Society of Toronto – Board 		√	

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Faculty Name	Academic Qualifications	Memberships/Professional Organizations	Professional Designation	Full - Time	Part-Time
		<ul style="list-style-type: none"> member 2009 – present The United Nations Association Toronto Regional Branch 			
Alyssa Ferns	PhD	<ul style="list-style-type: none"> Police & Criminal Psychology – member Canadian Psychological Association - member 		√	
Angela Beecher-Beekhoo	MA	<ul style="list-style-type: none"> Ministry of Solicitor General & Correctional Service Ontario – Policy Analyst Criminal Intelligence Service of Ontario – Criminal Analyst 			√
Arthur Lockhart	MEd	<ul style="list-style-type: none"> The Gatehouse – founder Communities Advancing Valued Environments - founder 		√	
Barbara MacGibbon	MA, MFA	<ul style="list-style-type: none"> Criminal Justice Association of Ontario – president Federal Justice Review Committee - member 			√
Carmela Diano	MEd, MSW	<ul style="list-style-type: none"> Ontario College of Social Workers & Social Service Workers – member Ontario Association of Social Workers - member 			√
Christine Rahim	MES	<ul style="list-style-type: none"> Parkdale Activity and Recreation Centre – board member Parkdale Community Information Centre - member 			√
Christine McKenzie	PhD	<ul style="list-style-type: none"> Facilitating Inclusion Cooperative – board member 		√	
Doug Thomson	D – Phil	<ul style="list-style-type: none"> World Bank – Research Consultant 		√	
Frank Trovato	PD	<ul style="list-style-type: none"> Ontario Association of Chiefs of Police – life member 		√	
Greg McElligott	PhD	<ul style="list-style-type: none"> Humber Research Ethics Board Humber Research 		√	

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Faculty Name	Academic Qualifications	Memberships/Professional Organizations	Professional Designation	Full - Time	Part-Time
		Council			
Mark Totten	PhD	<ul style="list-style-type: none"> Ontario College of Social Workers & Social Service Workers – member Ontario Association of Social Workers 		√	

6.2 Please attach updated CV's for all full and part-time faculty.

6.3 Provide the following information related to program faculty for the years as specified:

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Characteristics of Core Program Faculty	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Total number of faculty	17	21	21	14	8
Number of full-time program faculty	10	9	9	7	6
Number of contract faculty	7	12	12	7	2
Faculty Credentials (indicate highest credential held)					
• No. of Bachelors				1	
• No. of Master's	7	10	9	6	3
• No. of Doctorates	10	11	12	7	5
Professional Designation/Certification					

* List of faculty credentials indicates number of faculty, not the number of courses taught by a faculty member with a

Characteristics of Non-Core Program Faculty	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Total number of faculty	41	38	19	19	19	14
Number of full-time program faculty	25	27	15	14	14	11
Number of contract faculty	16	11	4	5	5	3
Faculty Credentials (indicate highest credential held)						
• No. of Master's	14	14	6	6	3	5
• No. of Doctorates	27	24	13	13	16	9
Professional Designation/Certification						

There is an assumption in the preparation of all program self-studies that assessors are aware that: a) colleges are teaching institutions; and that b) the workload and responsibilities of faculty members are fundamentally determined by *The CAAT Academic Employees Collective Agreement* in addition to any local faculty related policies which complement policies that have all previously been reviewed against the Board's standards. As a reminder to the Board and its reviewers, faculty workload as well as

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curriculum and course responsibilities as outlined in Article 11 of the Collective Agreement, include the following workload factors:

- Teaching contact hours
- Attributed hours for preparation
- Attributed hours for evaluation and feedback
- Attributed hours for complementary functions

Complimentary functions, as identified in the Collective Agreement, are those which are “appropriate to the professional role of the teacher” and may be assigned to a teacher by the College. It is within these complementary hours that Humber’s faculty members are responsible for a systematic and annual review of programs and courses.

The following excerpts taken from Article 11 summarize the requirements with regard to total workload, teaching contact hours and professional development.

11.01B1 Total workload assigned and attributed by the College to a teacher shall not exceed 44 hours in any week for up to 36 weeks in which there are teaching contact hours for teachers in post-secondary programs...

11.01I Teaching contact hours for a teacher in post-secondary programs shall not exceed 18 in any week.

11.01H1 The College shall allow each teacher at least ten working days of professional development in each academic year.

Article 11 is included in Section 8 of Humber’s policies which are on file with PEQAB.

The teaching contact hours are adjusted for course preparation, student evaluation and feedback mechanisms as well as complementary work. As a result, the average teaching contact hours at the degree level are more likely to be between 12 to 15 hours per week.

- 6.4 In the original application for this program, or in the most recent application for consent renewal, what was determined to be the terminal academic credential in the field of study (or related fields) for this program?

PhD

- 6.5 What percentage of the faculty in the past year of delivery possess the terminal academic credential and what are the challenges, if any, in finding faculty with this credential? How has the program addressed any challenges with respect to finding faculty with the appropriate credentials?

All full-time faculty members have PhDs with the exception of one full-time Police Foundations diploma faculty who teaches a course in the degree program. However, he has a Master’s degree in Criminal Justice and 30 years of policing experience. In the past year of delivery (2013 – 2014), approximately 60 percent of faculty have PhDs.

- 6.6 Please indicate if there will be a need to apply for CV exception statements in the application for consent renewal.

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No, there will be no need to apply for CV exception statements.

6.7 Indicate ways in which faculty are involved in research and scholarly activities specific to the program and the field of study.

All of the program faculty, both full and part-time are engaged in research and scholarly activities specific to the program and the field of study. Some examples include:

- Program Coordinator, Jeanine Webber, PhD, RSW, attended The Society for Social Work and Research conference held in Washington D.C. to present her research paper entitled, "*Do Girls with Comorbid Externalizing and Internalizing Disorders Benefit from Cognitive-Behavioural Treatment for Disruptive Disorders?*"
Dr. Webber also presented at the International Community Corrections Association in Orlando, Florida on "*Tight Budget? No Problem Research is Possible*"
She also wrote, with Sonya Spencer (St. Leonard's Society of Toronto), a Federal Government Report - "*Day Reporting Centres: Working Towards National Implementation*"
- Dr. Webber was awarded SIRF funding to conduct a program evaluation of the Safer Tomorrow through Education & Play program in 2011. This is an after school crime prevention program operated by the St. Leonard's Society of Toronto.
- Dr. Daniel and Dr. Webber were awarded SIRF funding in 2012 to conduct a study related to "prison sitting". Their findings were presented at the Canadian Congress on Criminal Justice, Vancouver.
- Professor, Aqeel Saeid, recently had two co-authored research papers published:
 - Maiter, S., Joseph, A., Shan, N. and Saeid, A. *Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members*. Qualitative Research, 2012 DOI: 10.1177/1468794112455037
 - Preston, D. McAvoy S., Saunders, C., Gillam, L., Saeid, A., & Turner, N. *Problem gambling and mental health co-morbidity In Canadian federal offenders*. *Criminal Justice and Behavior*. Accepted for publication May 2012.
- Dr. Saeid is currently conducting a study at Humber on *Gambling and Problem Gambling among College Students*. This project is funded by Humber's Research Department.
- Professor Alyssa Ferns presented a co-authored research paper in Quebec City:
Ferns, A., & Bennell, C. (Jun 2013). *The influence of scene complexity on split-second shooting decisions: Evidence for a white shooting bias*. Presented at the annual Canadian Psychological Association Convention. Quebec City, QC, Canada. Professor Ferns also presented another co-authored research paper in September 2013 in Ottawa: Ferns, A., & Bennell, C. (Sep 2013). *The influence of race on split-second shooting decisions: The effectiveness of an implementation intention training strategy*. This was presented at the annual Society of Police and Criminal Psychology Conference. Ottawa, ON, Canada.

- Dr. Ferns was awarded the Eileen Gupton Memorial Award for the best Professional Poster at the Society of Police and Criminal Psychology conference.
- Professor Greg McElligott, co-presented research in Waterloo in 2012: (with Justin Piché) (2012) *Grand visions interrupted? Debating the future of federal prisons in Canada*. Canadian Law and Society Association, Congress of the Social Sciences and Humanities, Waterloo. Professor McElligott co-presented research again in October 2013 in Vancouver, British Columbia: (with Justin Piché) (2013) *Canada's prison profiteers*. Canadian Congress on Criminal Justice, Vancouver.
- Dr. Douglas Thomson was successful in securing a SIRF grant on student reading and library research practices

6.8 What are the retirement projections for the full-time faculty members associated with this program?

There are no anticipated retirements for the next decade among full-time faculty in this program.

6.9 Does the program employ any technical support staff? If so, comment on the adequacy of the support.

No, the program does not employ any technical support staff.

PHYSICAL RESOURCES

6.11. Do the available learning resources at the College meet the needs of the students in your program? Learning resources include library holdings, audio-visual equipment and facilities, computer facilities, teleconference and videoconference equipment, office equipment, etc. How does the program address any inadequacies?

Students have indicated that the learning resources do not fully meet their learning needs. For example, students expressed considerable concern about online library resources in the first two years of the program. The School's librarian in consultation with the Criminal Justice faculty team made sure that additional on-line journal subscriptions were secured along with the purchase of books and videos. The School of Social and Community Services assisted with the financial costs of securing these additional library resources. Each year the faculty team provide the library with a list of books, journals, e-books and videos that the Librarians do their best to secure.

Students have also expressed concern over a lack of computer lab space, quiet study space, and group meeting space. The School of Social and Community Services now has its own computer lab for students. The lab is reserved every Tuesday from 1:30 – 7:00 pm for CRIM 452 – *CJS Research Project* students who require the lab to complete their thesis projects.

The Associate Dean and Program Coordinator discussed student concerns about quiet space at the Lakeshore campus with the Lakeshore Campus Principal. She has asked staff supervising study space to enforce the rules to keep the area quiet. There are also discussions and plans in process to increase this space at the Lakeshore Campus.

- 6.12 If applicable, identify any major modifications which have been made to the physical or learning resources associated with this program since consent was granted for this program or since the last application for consent renewal.

Many improvements and modifications have occurred to ensure that Criminal Justice students have state of the art classrooms and labs. The School of Social & Community Services has equipped one classroom in the Centre of Justice Leadership as a fully functioning courtroom. Students are provided with lawyers' robes and microphones. The program recently purchased theatre grade judges' and lawyers wigs to help enhance the mock trial experiences.

Four counselling labs were added to the Centre of Justice Leadership, which are used for the counselling course. These labs are equipped with specialized recording equipment, and interviews in the labs can be streamed live into a large classroom.

One of the classrooms is now equipped with videoconferencing equipment for "video lectures" by experts in the field to speak to students.

The School recently secured two new driving and situation simulators that will add additional learning opportunities for students. Of particular relevance to PSYC 114 - *Interpersonal Skills & Group Dynamics*, PSYC 154 – *Counselling: Theory & Practice*, and PSYC 203 - *Conflict Management* courses is the situation simulator that allows students to practice their skills. The School is currently working on developing an integration plan and developing scenarios for students to practice their skills.

- 6.13 Describe any changes currently being considered for upgrades to the physical resources associated with the program.

The School of Social & Community Services has submitted a proposal to increase faculty office space, work space for a student research assistant, a small group meeting space, and additional classroom space.

- 6.14 Is the equipment used to simulate the outside work environment up-to-date and compatible with the equipment used in industry? Please explain and describe any additional facilities and/or equipment needed to support the program.

Equipment is adequate to meet the program needs and is compatible with industry.

- 6.15 Do classroom and faculty office/work space meet the needs of the program? Please explain. How does the program address any inadequacies?

There is barely enough work space for the faculty and research projects that are occurring at any one time. For example, there is shared space in the basement of C building that part-time faculty use. In the summers when there are fewer professors on campus, student research assistants use this space to complete research tasks. During the school year, student research assistants might use a faculty member's computer (under supervision) and the faculty member will use a laptop. It depends on what work needs to be completed and what equipment is needed by whom.

ADVISORY COMMITTEE

- 6.16 Attach a current list of program advisory committee members and the companies/institutions they represent.

Members Name	Company/Institution
Chair, David Mitchell	Director, Ministry of Community Safety & Correctional Services
Robert Lunney	Consultant, Police & Public Safety
Dr. Ron Stansfield	University of Guelph
Lucy Hume	Jean Tweed Centre
David Macdonald	eModeration Ltd.
Winston Wong	Deputy Regional Director, Ministry of Community Safety & Correctional Services
Irina Sytcheva	Manager of Policy & Community Relations, Schizophrenia Society of Ontario
Jacqueline Edwards	Manager, Recruitment, Correctional Service Canada
Andrine Johnson	Youthdale

- 6.17 Indicate the dates of the three most recent advisory committee meetings.

November 29, 2013; June 5, 2013; November 21, 2012

- 6.18 Summarize any recommendations the advisory committee currently has for the curriculum and how the program has addressed/or intends to address those recommendations.

The Advisory Committee has encouraged the program to include an emphasis on civility and professional etiquette. This has been integrated into the PSYC 114 - *Interpersonal Skills and Group Dynamics* course. The Committee has also advised the program to help students move from tolerating differences to respecting people who are members of different groups in society. This has been incorporated throughout the curriculum. Additionally, there are events and speakers representing different alliance groups that occur on campus and/or are organized by the faculty team to help students develop respect for others. The ability to work in a team is an essential professional skill and faculty have been advised to help students develop team work and conflict management skills. There are numerous group based activities and assignments to help students develop team work skills. Sometimes students are allowed to choose their group members and in other courses/activities students are assigned to groups, which is a reflection of the work environment. Whenever there are difficulties experienced by students in group situations, the faculty member helps in working through the problem. The advisory committee has also indicated the need for students to be conscious of the types of mental health challenges people involved in the CJS might experience. This is addressed in CRIM 252 - *Case Management*, PSYC 154 – *Counselling*, SOCI 251 - *Social Problems*, PSYC 301 - *Psychology of Criminal Conduct*, and CRIM 403 - *Clinical Criminology* courses. Additionally, the program has guest speakers in class and as part of the Criminal Justice lecture series that help students develop an understanding of mental health challenges, and the needs of people with mental health concerns.

At the most recent meeting in November 2013, the Program Advisory Committee voted in favour of giving the faculty permission to revamp the curriculum to increase the breadth content. They also voted in favour of asking

the Postsecondary Education Quality Assessment Board for a change in nomenclature from a Bachelor of Applied Arts to a Bachelor of Criminal Justice, or something else more recognizable than B. A. A.

LEARNING RESOURCES

Library Resources for Bachelor of Applied Arts, Criminal Justice

Prepared for the Program Review, Completed March 2014

Core databases the library subscribes to:

Academic Search Complete

This is a comprehensive multi-disciplinary database with more than 3,000 journal titles. Coverage includes business, social sciences, music, humanities, general academic journals, science, and education.

Criminal Spectrum

Features Martin's Annual Criminal Code, Martin's Related Criminal Statutes, Canadian Criminal Cases (C.C.C.) and Master Table of Cases.

Criminal Justice Abstracts with Full Text (EBSCO host)

This resource includes bibliographic records and full text covering essential areas related to criminal justice and criminology.

Criminology: A Sage Full-Text Collection

The collection includes the full-text of 17 journals published by SAGE and participating societies, some journals going back twenty years, encompassing over 5,000 articles. It covers such subjects as criminal justice, juvenile delinquency, juvenile justice, corrections, penology, policing, forensic psychology, and family and domestic violence.

LawSource

Provides access to a wide-range of Canadian legal resources including The Canadian Abridgement, The Canadian Encyclopedic Digest, Index to Canadian Legal Literature, case law, legislation and legal journals.

LexisNexis Academic Provides access to news, business, and legal information.

Project Muse

This research collection has more than 200 scholarly journal titles in the humanities and social sciences.

PsycArticles (EBSCO host)

From the American Psychological Association (APA), this database is a definitive source of full-text, peer-reviewed scholarly and scientific articles in psychology.

Quicklaw

Provides a wide-range of full-text Canadian court decisions in all areas of law as well as comprehensive legislation for Canadian federal jurisdiction and all Provinces and Territories. Includes a collection of expert commentary and legal analysis and current awareness sources for the latest legal news.

Sage Premier

Includes leading international peer-reviewed journals, including high-impact research titles published on behalf of over 245 scholarly and professional societies. Covers subject areas including business, humanities, social sciences, science & technology and medicine.

Science Direct

Includes the health & life sciences and the social and behavioural sciences college edition journal collections

SocINDEX (EBSCO host)

A comprehensive and high-quality sociology-focused journal research database.

Elective databases the library subscribes to:

Academic Search Complete
Applied Science & Technology Full-Text
GreenFILE
GreenR
Historical Abstract with Full-Text
JSTOR
Literature Resource Center
Proquest Science Journals
PsycARTICLES
Psychology Collection
Social Sciences Full-Text

Core print journals the library subscribes to:

A Blue Line Magazine
Canadian Mounted Police
Canadian Security
Gazette (published by the Royal Canadian Mounted Police)
Journal of Law and Social Policy
O.P.P. Review

The Library guide to resources for Criminal Justice is available at: <http://libguides.humber.ca/Criminaljustice>

Summary of Library Collection Expenditures In support of the Bachelor of Applied Arts, Criminal Justice

Budget	Books		Magazines (print)		DVD/Videos		Databases (Core)		
	Year	Items	Expenditure	Subscriptions	Expenditure	Items	Expenditure	Items	Expenditure
2008 - 2009		252	13,787.00	6	460.00	33	2,614.00	4	56,375.00
2009-2010		32	3,639.00	7	472.00	18	2,264.00	4	66,694.00

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2010-2011	106	6,845.00	6	519.00	15	1,642.00	8	94,169.00
2011-2012	70	4,204.00	6	510.00	15	1,363.00	10	111,617.00
2012-2013	135	8,463.00	6	524.00	22	2,618.00	12	122,947.00
2013-2014	186	12,518.00	6	517.00	25	3,100.00	12	132,136.00
TOTAL	529	\$35,669.27	6	\$3,002.00	128	\$13,601.00	12	\$583,938.00

FISCAL RESOURCES

6.19 Please complete the budget information below using data from the Revenue Allocation model submitted by your School for the current fiscal year:

Budget	Fiscal 2011-2012	Fiscal 2012-2013	Fiscal 2013-2014
Net Revenue Allocations	1,116,311.	1,431,973.	1,534,530.
Total Budget Submitted	651,399.	723,849.	859,570.
Excess/Shortfall	464,912.	708,124.	674,960.

6.20 Are there any concerns in regard to the program budget that need to be addressed? Please explain.

No concerns

6.21 Describe any significant contributions or contributions-in-kind made to this program over the past five years?

N/A

7.0 ANNUAL PROGRAM QUALITY ASSURANCE CHECKLISTS

7.1 Referring to the annual checklists in Appendix IV, are there any other program concerns that have not been addressed in this self-study?

No

8.0 ASSESSMENT AGAINST THE STANDARDS FOR DEGREES IN APPLIED ARTS OF STUDY

8.1 Degree-Level: Honours Baccalaureate/Bachelor Degree in an Applied Area of Study

Degree Level Standard	How Program Meets Degree Level Standard
Depth and Breadth of Knowledge	
<p>a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p>	<p>In the B. A. A. – Criminal Justice program, students examine criminology theories and their application to the principles of correctional justice. Institutional and community corrections are examined in depth, as are the issues of rehabilitation, recidivism, progressive reforms, restorative justice and alternatives to incarceration. In the first two years of the program, students are introduced to various areas of knowledge and experience to broaden and deepen their existing knowledge in such courses as <i>CRIM 101 – Introduction to the Canadian Criminal Justice System</i>, <i>HIST 102 – History of the Canadian Correctional Institution</i>, <i>SOCI 113 – Human Rights & Diversity</i>, and <i>SOCI 201 – Principles of Sociology</i>. They develop a conceptual and critical understanding in which they analyze texts, fields of knowledge, and concepts and practices in such courses as <i>CRIM 201 – Contemporary Policing</i>, <i>CRIM 202 – Victims in the Criminal Justice System</i>, <i>CRIM 204 – Youth & Crime</i>, <i>CRIM 253 – First Nations People and the Criminal Justice System</i>, and <i>SOCI 251 – Social Problems and the Criminal Justice System</i>.</p> <p>In the final two years of the program, students blend theoretical knowledge with practical experience where they develop creative thinking in a range of activities and environments in which they receive critiques of their performance and give feedback on the performance of others. This occurs during their two paid work terms – one between years two and three and the other between years three and four. This blend is also evidenced in courses such as <i>PSYC 301 – Psychology of Criminal Conduct</i>, <i>RSMT 201 – Qualitative Research Methods</i>, <i>CRIM 403 – Clinical</i></p>

Bachelor of Applied Arts – Criminal Justice #2220

	<p><i>Criminology, CRIM 451 – Special Topics in Criminal Justice and in the capstone CRIM 452 – CJS Research Project.</i></p>
<p>b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p>	<p>Courses in the professional core of the program introduce students to the key concepts and theoretical approaches that have been developed in relation to crime, victimization, criminalization, criminal justice and penal practice.</p> <p>Courses in the criminology stream help students understand alternative theoretical approaches to criminology. They explore studies on the nature of criminology and how crime, deviance and victimization are socially and legally constructed. These themes are covered in courses such as <i>CRIM 151 – Introduction to Criminology, CRIM 202 – Victims in the Criminal Justice System, PSYC 301 – Psychology of Criminal Conduct, CRIM 352 – Addictions & Impulse Control, CRIM 454 – Crime Prevention, and CRIM 403 – Clinical Criminology.</i></p> <p>In the criminal justice stream, students explore the social and historical development, the roles and structures of the main institutions and organizations involved in criminal justice, as well as the influences on criminal justice policy, governance in the penal process, and on the development of the corrections system. These courses include <i>CRIM 101 – Introduction to the Criminal Justice System, HIST 102 – History of the Canadian Correctional Institution, CRIM 152 – Community Corrections, CRIM 252 – Case Management in Correctional Services, and CRIM 453 – Social Policy Issues in the Criminal Justice System.</i></p> <p>Throughout the program, students develop a critical awareness of their own values and social identities in understanding the nature of crime and deviance and society’s attempts to control it.</p> <p>In evaluating student work, especially in years three and four, professors seek evidence indicating students have incorporated and applied knowledge and methodological approaches from related disciplines demonstrating their</p>

	understanding of how the fields intersect.
<p>c. A developed ability to:</p> <p>i. gather, review, evaluate and interpret information;</p> <p>ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p>	<p>Research and documentation are built into assignments and projects in the curriculum. Students are evaluated on their ability to incorporate and analyze these sources in their assignments. They are required to follow APA format and documentation guidelines correctly in all of their courses.</p> <p>Throughout the program, students develop an understanding of the principles of social research, what can be achieved by different methodologies and techniques, and how the results of a particular study may be evaluated. Courses such as <i>STAT 203 – Statistics for Criminal Justice</i>, <i>RSMT 201 – Qualitative Research Methods</i>, and <i>CRIM 452 – CJS Research Project</i> give students an opportunity to conduct different types of research methodologies.</p> <p>Students are required to engage in a critical analysis of texts, fields of knowledge, concepts and practices, and to test their analyses against known understandings, practices and models.</p>
<p>d. A developed, detailed knowledge of and experience in research in an area of the discipline;</p>	<p>In all four years of study, students are required to assemble data from a variety of sources, discern and establish connections, and synthesize that information to gain a coherent understanding of theory and practice. Assignments are designed to provide students with opportunities to research issues and problems, evaluate findings, prepare conceptual arguments, draw conclusions and prepare essays and presentations.</p> <p>This culminates in the advanced research and detailed knowledge required to complete the capstone project <i>CRIM 452 – CJS Research Project</i> where they apply the knowledge and skills developed throughout the program by completing a research project on a topic related to criminal justice.</p>
<p>e. Developed critical thinking and analytical skills</p>	<p>Students develop critical thinking and analytical</p>

<p>inside and outside the discipline;</p>	<p>skills in many of the core courses, as well as in their breadth electives. This blending of breadth and program specific curricula not only prepares graduates for entry into the industry, but also provides them with the interpersonal skills they will need to eventually take leadership roles in their field and the broader community. The breadth courses offer students a variety of analytical frameworks through which to observe themselves, their vocational area of study, and society and culture.</p> <p>Students are expected to undertake independent reading and study of various research findings in the criminal justice field to supplement and broaden their knowledge and understanding of the subject area. As they move into the upper levels of the program, they apply major and competing theoretical paradigms in order to complete their research project and prepare for work in the criminal justice system, or for continuing study at the post-graduate level.</p>
<p>f. The ability to apply learning from one or more areas outside the discipline</p>	<p>In addition to providing context for operations in the criminal justice field, breadth courses provide a range of theoretical frameworks from the social sciences, humanities and the sciences. These courses also provide students with the ability to recognize interdisciplinary connections. Many of these courses are organized around a central issue or problem that students explore from the perspective of the methodologies and practices of a specific discipline. In these courses, students are evaluated on their ability to communicate, apply and demonstrate an appropriate level of conceptual and analytic rigour.</p>
<p>Conceptual and Methodological Awareness/Research and Scholarship</p>	
<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a. Evaluate the appropriateness of different approaches to solving problems using well</p>	<p>Students examine well-established ideas and techniques for solving problems in many of their core courses. In the first two years of study, students are expected to communicate information, arguments and results of analyses. By year three, they are required to critically evaluate evidence and arguments in support of conclusions and recommendations. In the final year of studies</p>

<p>established ideas and techniques;</p>	<p>in courses such as <i>CRIM 403 – Clinical Criminology</i>, <i>CRIM 451 – Special Topics in Criminal Justice</i>, <i>CRIM 401 – Restorative Justice</i>, <i>CRIM 453 – Social Policy Issues & the Criminal Justice System</i> and <i>CRIM 452 – CJS Research Project</i>, students demonstrate a critical awareness of contemporary theories and the application of concepts and frameworks to form strategies and responses to practical issues in criminology.</p>
<p>b. Devise and sustain arguments or solve problems using these methods;</p>	<p>Using this knowledge, students are required to develop solutions to problems in the criminal justice system, and to support these solutions with a clearly-defined and coherent line of reasoning. They challenge discipline orthodoxies, critically evaluate research, scholarship and methodologies, apply techniques of enquiry to their own investigations, and demonstrate originality through the production of independent work. In <i>CRIM 452 – CJS Research Project</i>, students demonstrate high level problem solving and decision-making skills relating to practical, complex issues.</p>
<p>c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<p>Throughout the program, students research, study and critically evaluate theories about the causes of crime, criminalization, victimization, policing and penal practice in courses such as <i>CRIM 101 – Introduction to the Canadian Criminal Justice System</i>, <i>CRIM 201 – Contemporary Policing</i>, <i>CRIM 202 – Victims in the Criminal Justice System</i>, <i>SOCI 251 – Social Problems and the Criminal Justice System</i>, and <i>PSYC 301 – Psychology of Criminal Conduct</i>. This scholarly activity goes further in the upper level courses as students synthesize the knowledge acquired throughout their studies and formulate their own studies to develop original ideas and theories of criminal justice problems. While research papers and case studies that require an in-depth and systematic approach to selected projects occur in each semester, the senior level <i>CRIM 452 – CJS Research Project</i> course integrates this learning in the capstone project.</p>
<p>Communication Skills</p>	

<p>The ability to communicate information, arguments and analyze accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.</p>	<p>Students develop verbal, written, and presentation skills through interaction with peers, faculty, and industry representatives. They research and write essays in every semester where they evaluate, select and apply appropriate research methodologies. They must individually take a multi-disciplinary approach to topics in the criminal justice field, then present cogent, well-researched and well-written papers. The breadth elective courses also help students to hone communication and effective presentation skills.</p>
<p>Application of Knowledge</p>	
<p>a. The ability to review, present and critically evaluate quantitative and qualitative information to:</p> <ul style="list-style-type: none"> i. develop lines of argument; ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. where appropriate, use this knowledge in the creative process; <p>b. The ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. propose solutions; iii. frame appropriate questions for the 	<p>Throughout the four years of study, particularly in the final two years of the core courses, students are challenged to think critically and develop lines of argument that are thoroughly informed and supported by major theories and concepts, and effectively articulated. The curriculum was designed to employ a wide range of teaching, learning, research and assessment tools. It emphasizes theory, concepts, simulations and projects to develop students' creativity, intellectual powers and the ability to generate solutions in a collaborative team environment.</p> <p>Students also apply their knowledge in practical situations. Courses such as <i>PSYC 114 – Interpersonal Skills & Group Dynamics</i>, <i>PSYC 154 – Counseling: Theory and Practice</i>, <i>CRIM 252 – Case Management in Correctional Services</i> and their two work placements focus on practical skills they need in the workplace.</p> <p>In the final research project, students formulate criminological problems and investigate them drawing on criminological theory and concepts to understand criminalization, victimization, crime, crime prevention and control, the court processes and penal practice.</p>

<p>purpose of solving a problem;</p> <p>iv. solve a problem or create a new work;</p> <p>c. The ability to make use of scholarly reviews and primary sources.</p>	
<p>Professional Capacity/Autonomy</p>	
<p>a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. working reflectively with others; iii. decision-making in complex contexts; <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>	<p>Every student at Humber develops employability skills in the areas of personal skills, interpersonal skills, communication skills, thinking skills, and computer skills. These skills are incorporated and evaluated in courses throughout the program. For example, students participate in a variety of group activities such as team-centred projects and joint submissions and topic discussion groups that require working with others. This includes making effective decisions in complex situations, as well as demonstrating accountability and accepting responsibility for their actions. Research topics and research questions, which help students to develop their essay projects, are often chosen by the individual student or group and approved by faculty. Peer, faculty and industry evaluations during the work placements confirm that students are demonstrating these abilities.</p> <p>The program prepares students to take increasing responsibility for the content and direction of their work. The curriculum has been designed to support individual development, as well as the progressive acquisition of independent learning skills. This progress is clear during the two mandatory work placements. Employer evaluation reports from the work placements indicate that students demonstrate the required qualities for the criminal justice field.</p>
<p>Awareness of Limits of Knowledge</p>	
<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and</p>	<p>Awareness of the limits to knowledge is critical to the problem-solving process. Problem solving is a process involving critical questions to identify the root cause of a problem, followed by applying a</p>

interpretations	variety of strategies to solve the problem. Criminology is an evolving discipline and is the subject of a substantial body of literature in specialized journals, popular literature, and new and revised books. However, there are still many opportunities for further research. Throughout the program, students are made aware of the various schools of thought about criminology, their basis, explanatory power, limitations and areas requiring further study.
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Bachelor of Applied Arts – Criminal Justice

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.									
CORE COURSES – YEAR 1										
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
Depth and Breadth of Knowledge										
a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall.	2.5	2	3	4	2	4	2	2	4	2
b. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a specialized area of a discipline;	2	3	2	3.5	3	3.5	2.5	3	4	2.5
c. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related	2	2	1.5	4	1	4	2	1	4	2

Curriculum Mapping Template										
For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.										
CORE COURSES – YEAR 1										
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
disciplines;										
d. A developed ability to: i) gather, review, evaluate and interpret information	2.5	3	3	3.5	2	3.5	3	3	3	2
e. A developed ability to: ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	1	3	1	4.5	2	4.5	2	3	3	2
f. A developed, detailed knowledge of and experience in research in an area of the discipline;	2	2	1	3	2	3	3	1	3	2
g. Developed critical thinking and analytical skills inside the discipline;	2	3	3	3.5	3	3.5	3	4	4	2
h. Developed critical thinking and analytical skills outside the discipline;	1	2	1.5	4	2	4	2	2	3	1
i. The ability to apply learning from one or more areas outside the discipline.	1	3	2.5	4	3	4	3	3	3	1
Knowledge of Methodologies										

Curriculum Mapping Template		For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.								
		CORE COURSES – YEAR 1								
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:										
i. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;	2	3	2	3.5	2	3.5	3	2	4	2
ii. Devise and sustain arguments or solve problems using these methods; and	2	3	1.5	3.5	2	3.5	3	3	3	2
iii. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	1	3	1	3	3	3	3	1	3	2
Application of Knowledge										
a. The ability to review, present and critically evaluate qualitative and quantitative information to:										
i. develop lines of argument;	2	3	1	4	2.5	4	3	1	3	2

Curriculum Mapping Template		For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.								
		CORE COURSES – YEAR 1								
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	2	3	1	3.5	3	3.5	3	4	4	2
iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;	2	3	3	4	3	4	3	3	4	2
iv. where appropriate use this knowledge in the creative process; and	1	3	2.5	3.5	2	3.5	3	2	3	2
b. The ability to use a range of established techniques to:										
i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;	2	3	1	4	1.5	4	3	4	4	2
ii. propose solutions;	1	3	2.5	3.5	3	3.5	3	3	3	2

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.									
	CORE COURSES – YEAR 1									
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
iii. frame appropriate questions for the purpose of solving a problem;	2	3	1.5	3.5	3	3.5	3	1	3	2
iv. solve a problem or create a new work	2	3	2	3	3	3	2	3	3	2
c. The ability to make critical use of scholarly reviews and primary sources.	2	3	1	3.5	2	3.5	3	2	3	2
Communication Skills										
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	2	3	3.5	4	2	4	3	4	3	2
Awareness of Limits of Knowledge										
An understanding of the limits to their own knowledge and ability	2	3	2.5	3.5	3	3.5	3	3	4	1
An appreciation of the uncertainty, ambiguity and limits to disciplinary knowledge and how this might influence analyses and interpretations.	1	3	1	3.5	3	3.5	3	4	4	1

Curriculum Mapping Template										
For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.										
CORE COURSES – YEAR 1										
Course Number	CRIM 101	HIST 102	PSYC 114	PSYC 200	PSYC 154	SOCI 201	SOCI 113	LAW. 153	CRIM 151	CRIM 152
Course Name	Intro to the CDN Criminal Justice System	History of the CDN Correctional Institution	Interpersonal Skills & Group Dynamics	Intro to Psyc	Counselling Theory & Practice	Principles of Sociology	Human Rights & Diversity	Criminal Law & Procedure	Intro to Criminology	Community Corrections
Professional Capacity/ Autonomy										
a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:										
i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	3	3	3	4	3	4	3	4	3	2
ii. working effectively with others;	2	3	3	3.5	3	3.5	3	4	3	2
iii. decision-making in complex contexts;	2	3	2	3	3	3	3	3	3	2
b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;	1	3	1.5	3.5	3	3.5	3	3	3	1
c. Behaviour consistent with academic integrity and social responsibility.	2	3	2.5	5	3	5	3	4	3	2

Curriculum Mapping Template											
For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.											
CORE COURSES – YEAR 2											
Course Number	CRIM 201	CRIM 202	CRIM 204	CRIM 252	CRIM 253	CRIM 255	PHIL 203	PSYC 203	PSYC 403	SOCI 251	STAT 203
Course Name	Contemporary Policing	Victims in the CJS	Youth & Crime	Case Mgmt. in Correctional Services	First Nations People & the CJS	Introduction to the Practicum Experience	Ethics & Moral Theory	Conflict Mgmt.	Social Psychology	Social Problems & the CJS	Statistics for Criminal Justice
Depth and Breadth of Knowledge											
a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall.	3	4	3	2	3	3	4	2	4	3	4
b. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a specialized area of a discipline;	4	4	3	3	3	3	3.5	2	3.5	3	3.5
c. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how	2	4	3	4	3	3	4	2	4	3	3.5

the fields may intersect with fields in related disciplines;											
d. A developed ability to: i) gather, review, evaluate and interpret information	3	3	3	4	3	3	3.5	3	3.5	1.5	5
e. A developed ability to: ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	3	4	2	3	2	3	4.5	2	4.5	1.5	5
f. A developed, detailed knowledge of and experience in research in an area of the discipline;	3	4	3	2	3	3	3	3	3	1.5	3
g. Developed critical thinking and analytical skills inside the discipline;	4	4	3	3	3	3	3.5	3	3.5	2.5	4
h. Developed critical thinking and analytical skills outside the discipline;	2	3	2	2	2	3	4	2	4	2	5
i. The ability to apply learning from one or more areas outside the discipline.	3	3	2	2	3	3	4	3	4	2	4
knowledge of methodologies											
n understanding of methods of enquiry or creative activity, or both, in their primary area of study											

that enables the student to:											
Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;	3	4	3	4	3	3	3.5	2	3.5	2.5	5
Devise and sustain arguments or solve problems using these methods; and	3	4	3	4	3	3	3.5	4	3.5	2.5	4
Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	3	4	3	3	3	3	3	3	3	2	4
Application of Knowledge											
a. The ability to review, present and critically evaluate qualitative and quantitative information to:											
i. develop lines of argument;	1	4	3	3	3	3	4	4	4	3	4
ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	3	4	3	3	3	3	3.5	3	3.5	3	4
iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;	2	4	3	3	3	3	4	3	4	3	3.5

iv. where appropriate use this knowledge in the creative process; and	2	3	3	3	3	3	3.5	2	3.5	2	3.5
v. The ability to use a range of established techniques to:											
i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;	4	4	3	3	3	3	4	3	4	2.5	4
ii. propose solutions;	3	4	3	3	3	3	3.5	3	3.5	2.5	3
iii. frame appropriate questions for the purpose of solving a problem;	3	3	3	3	3	3	3.5	3	3.5	2.5	4
iv. solve a problem or create a new work	3	3	3	3	3	3	3	3	3	2.5	3.5
v. The ability to make critical use of scholarly reviews and primary sources.	4	4	2	3	3	3	3.5	3	3.5	3	3
Communication Skills											
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	3	3	2.5	3	3.5	4	4	3.5	4	2	4
Awareness of Limits of Knowledge											
An understanding of the limits to their own knowledge and ability	3	4	2	2	2	2	3.5	2	3.5	2	3.5

an appreciation of the uncertainty, ambiguity and limits to disciplinary knowledge and how this might influence analyses and interpretations.	4	4	2	2	2	2	3.5	2	3.5	2	3.5
Professional Capacity/ Autonomy											
Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:											
i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	3	3	3	3	3	3	4	3	4	3	3
ii. working effectively with others;	3	3	2	3	3.5	3	3.5	3.5	3.5	3	3.5
iii. decision-making in complex contexts;	2	3	2	3	3	3	3	3	3	3	3
The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;	3	3	2	3	3	3	3.5	3	3.5	2.5	3.5
Behaviour consistent with academic integrity and social responsibility.	4	3	3	3	3	3	5	3	5	3	5

Curriculum Mapping Template		For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.						
		CORE COURSES – YEAR 3						
Course Number	CRIM 302	CRIM 352	CRIM 353	CRIM 454	PSYC 301	RSMT 201	SOCI 303	LAW. 354
Course Name	Gender in the CJS	Addictions & Impulse Control	Comparative Corrections	Crime Prevention	Psych of Criminal Conduct	Qualitative Research Methods	Sociological Theories of Crime	CND Courts: Evolving through the Charter
Depth and Breadth of Knowledge								
a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall.	4	3	3	4	3	4	5	4
b. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a specialized area of a discipline;	4	4	3	4	4	3.5	4	4
c. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;	4	4	3	4	4	4	4	3
d. A developed ability to: i) gather, review, evaluate and interpret information	4	4	3	4	4	3.5	4	4
e. A developed ability to: ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	4	4	4	4.5	4	4.5	5	4

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 3							
Course Number	CRIM 302	CRIM 352	CRIM 353	CRIM 454	PSYC 301	RSMT 201	SOCI 303	LAW. 354
Course Name	Gender in the CJS	Addictions & Impulse Control	Comparative Corrections	Crime Prevention	Psych of Criminal Conduct	Qualitative Research Methods	Sociological Theories of Crime	CND Courts: Evolving through the Charter
f. A developed, detailed knowledge of and experience in research in an area of the discipline;	4	4	3	1	4	3	1	4
g. Developed critical thinking and analytical skills inside the discipline;	4	4	4	4	4	3.5	5	4
h. Developed critical thinking and analytical skills outside the discipline;	3	3	4	4	3	4	4	3
i. The ability to apply learning from one or more areas outside the discipline.	3	3	4	4	3	4	4	3
Knowledge of Methodologies								
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:								
a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;	4	4	3	4	4	3.5	3	4
b. Devise and sustain arguments or solve problems using these methods; and	4	4	3	4	4	3.5	3	4
c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	4	4	3	4	4	3	3	4
Application of Knowledge								

Curriculum Mapping Template		For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.						
		CORE COURSES – YEAR 3						
Course Number	CRIM 302	CRIM 352	CRIM 353	CRIM 454	PSYC 301	RSMT 201	SOCI 303	LAW. 354
Course Name	Gender in the CJS	Addictions & Impulse Control	Comparative Corrections	Crime Prevention	Psych of Criminal Conduct	Qualitative Research Methods	Sociological Theories of Crime	CND Courts: Evolving through the Charter
a. The ability to review, present and critically evaluate qualitative and quantitative information to:								
i. develop lines of argument;	4	1	4	4	4	4	4	4
ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	4	4	4	4	4	3.5	5	4
iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;	4	4	4	4	4	4	4	4
iv. where appropriate use this knowledge in the creative process; and	4	4	4	4	4	3.5	4	4
b. The ability to use a range of established techniques to:								
v. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;	4.5	4	4	5	4	4	4	4
vi. propose solutions;	4.5	4	4	5	4	3.5	4	4
vii. frame appropriate questions for the purpose of solving a problem;	4	4	4	4	4	3.5	4	4
viii. solve a problem or create a new work	3	3	4	4	3	3	4	4

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 3							
Course Number	CRIM 302	CRIM 352	CRIM 353	CRIM 454	PSYC 301	RSMT 201	SOCI 303	LAW. 354
Course Name	Gender in the CJS	Addictions & Impulse Control	Comparative Corrections	Crime Prevention	Psych of Criminal Conduct	Qualitative Research Methods	Sociological Theories of Crime	CND Courts: Evolving through the Charter
c. The ability to make critical use of scholarly reviews and primary sources.	4	4	4	4	4	3.5	5	4
Communication Skills								
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	4	4	4	4	4	4	4	4
Awareness of Limits of Knowledge								
An understanding of the limits to their own knowledge and ability	3	3	4	4	3	3.5	4	3
An appreciation of the uncertainty, ambiguity and limits to disciplinary knowledge and how this might influence analyses and interpretations.	3	3	4	3	3	3.5	4	4
Professional Capacity/ Autonomy								
a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:								
a. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	4	4	4	4	4	4	4	4
b. working effectively with others;	4	4	4	4	4	3.5	4	4
c. decision-making in complex	4	4	4	4	4	3	4	4

Bachelor of Applied Arts – Criminal Justice #2220

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 3							
Course Number	CRIM 302	CRIM 352	CRIM 353	CRIM 454	PSYC 301	RSMT 201	SOCI 303	LAW. 354
Course Name	Gender in the CJS	Addictions & Impulse Control	Comparative Corrections	Crime Prevention	Psych of Criminal Conduct	Qualitative Research Methods	Sociological Theories of Crime	CND Courts: Evolving through the Charter
contexts;								
b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;	4	4	4	4	4	3.5	4	4
c. Behaviour consistent with academic integrity and social responsibility.	4	4	4	4	4	5	4	4

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
Depth and Breadth of Knowledge								
a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall.	4	5	4	4	5	3	4	4.5
b. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a specialized area of a discipline;	5	5	5	4	5	4	5	4.5
c. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect	5	5	5	5	4	5	5	3.5

Bachelor of Applied Arts – Criminal Justice #2220

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
with fields in related disciplines;								
d. A developed ability to: i) gather, review, evaluate and interpret information	5	5	5	5	5	5	5	3
e. A developed ability to: ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	5	5	5	5	5	5	5	3
f. A developed, detailed knowledge of and experience in research in an area of the discipline;	5	5	5	5	5	4	5	3.5
g. Developed critical thinking and analytical skills inside the discipline;	5	5	5	5	5	5	5	4.5
h. Developed critical thinking and analytical skills outside the discipline;	4	4	4	4	5	5	4	4
i. The ability to apply learning from one or more areas outside the discipline.	4	4	4	5	5	5	4	3.5

Bachelor of Applied Arts – Criminal Justice #2220

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
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Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
Knowledge of Methodologies								
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:								
a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;	5	5	5	4	5	4	5	3.5
b. Devise and sustain arguments or solve problems using these methods; and	5	5	5	5	5	4	5	3.5
c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	5	5	5	4	5	4	5	3.5
Application of Knowledge								
a. The ability to review, present and critically evaluate qualitative and quantitative information to:								

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
i. develop lines of argument;	5	5	5	5	5	5	5	4
ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	5	5	5	5	5	5	5	4
iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;	5	5	5	5	5	4	5	4
iv. where appropriate use this knowledge in the creative process; and	4	4	4	4	5	4	4	4
b. The ability to use a range of established techniques to:								
i. initiate and undertake critical evaluation of arguments,	5	5	5	5	5	5	5	4

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
assumptions, abstract concepts and information;								
ii. propose solutions;	4	4.5	4	5	5	5	5	4
iii. frame appropriate questions for the purpose of solving a problem;	5	5	5	5	5	4	5	4
iv. solve a problem or create a new work	4	4.5	4	4	5	5	5	4
iv. The ability to make critical use of scholarly reviews and primary sources.	5	5	5	4	5	4	5	4.5
Communication Skills								
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	5	5	5	5	5	5	5	4
Awareness of Limits of Knowledge								
An understanding of the limits to their own knowledge and ability	5	5	5	5	5	5	5	4

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
An appreciation of the uncertainty, ambiguity and limits to disciplinary knowledge and how this might influence analyses and interpretations.	5	5	5	5	5	5	5	4
Professional Capacity/ Autonomy								
i. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:								
i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	5	5	5	5	5	5	5	5
ii. working effectively with others;	5	5	5	5	5	5	5	5
iii. decision-making in complex contexts;	5	5	5	5	5	5	5	5
b. The ability to manage their own learning in changing circumstances, both within and outside the	5	5	5	5	5	4	5	4.5

Bachelor of Applied Arts – Criminal Justice #2220

Curriculum Mapping Template	For mapping your program's course contents/skills against the Degree Level Standards, use a 5-point Likert scale to indicate the extent to which the courses addresses each element of the standard, with 1 being not at all and 5 being fully.							
	CORE COURSES – YEAR 4							
Course Number	CRIM 351	CRIM 401	CRIM 403	CRIM 451	CRIM 452	CRIM 453	LAW. 402	MGT. 404
Course Name	Institutional Culture	Restorative Justice	Clinical Criminology	Special Topics in Criminal Justice	CJS Research Project	Social Policy Issues & the CJS	Foundation of Law: How Case Reflects CND Core Values	Mgmt. in the CJS
discipline and to select an appropriate program of further study;								
c. Behaviour consistent with academic integrity and social responsibility.	5	5	5	4	5	4	5	5

8.2 Admissions, Promotion, Graduation

Admission Requirements

To be admitted to the program from secondary school, applicants must meet the following criteria:

- Ontario Secondary School Diploma (OSSD)
- Grade 12U English (ENG4U) with a minimum grade of 65%
- Five Grade 12U or M courses in addition to those listed above with a minimum 65% overall average

Additional Requirements:

- Valid Heart Saver Automated External Defibrillator (AED) (C) and Standard First Aid certificates are required before the beginning of each field placement experience
- Some work placement agencies have standards for minimum hearing and vision.
- Employers that provide work term opportunities may require students to undergo a police record check for criminal offences, and mandatory bonding is a requirement for some sectors of the criminal justice field.
- A police record check will be requested during students' program of study

Humber's Academic Regulations identify the requirements and procedures in place for students who wish to apply for advanced admission. Data specific to student "transfers" from other college programs and universities are included in Section 1.7 of the self-study.

Potential students are recruited through published literature, targeted marketing events such as Humber Open House(s), popular media advertisements and high school outreach marketing programs. Other strategies that have been used include:

- Hosting a High School Counselors' Breakfast with a focus on the degree programs
- Hosting a Degree Breakfast on the morning of Open House which focuses on converting approved applicants to the enrolled status
- Placing advertisements in university career centre magazines to recruit university students who may be interested in a more applied baccalaureate degree than a traditional theory-based one
- Placing advertisements in college student newspapers to recruit diploma graduates in related programs who may be interested in further education.

To enhance credential recognition, Humber continues to develop relationships with institutions that offer programming at the Master's degree level.

Promotion and Graduation

Humber's academic regulations pertaining to degree promotion and graduation are aligned with the Board's requirements. A minimum term GPA of 65% is required to progress to the next semester of the program in good standing, and students must complete the associated work term before the final semester of study. Students also require an overall GPA of 65% in order to graduate.

Of the 63 students who started in semester one of 2009, 33 graduated on time. Several students transferred into semesters three and four of the program in fall 2009 and winter 2010. Of the 45 transfer students, 38 graduated in spring 2012 and one is still enrolled. Of the 35 transfer students who entered into semesters 3 and 4 in fall 2010 and winter 2011, 29 graduated in spring 2013, and 1 is still enrolled.

As per Humber’s Academic Regulations, students must complete the program within 7 years or 175% of the normal program duration. This means that students in the 2009 cohort have until 2016 to graduate. Therefore, the total graduation rate for the first cohort will not be known until then.

Pre-Registration Assistance and Academic Advising

Candidates for the program have a number of opportunities to obtain pre-registration information and assistance. The Program Coordinator (PC) is frequently called upon by various applicants for academic advising before and during the admission process. The Admissions Officer will answer questions directly related to admission criteria but will refer applicants to the PC for answers about career paths, transfer credits, academic expectations in the program, etc. Once students are accepted and have paid their tuition, a letter from the PC and Student Support Advisor (SSA) is sent out in early July welcoming them to the Criminal Justice program and inviting them to call if they have any questions. A new initiative in summer 2013 was that the SSA personally contacted every incoming student to welcome them and invite them to attend orientation.

Once enrolled in the program, students have a multi-tiered system of support and academic advising. The Program Coordinator handles all academic issues and meets with students both individually and as a group to discuss specific academic concerns and career opportunities. The Dean and Associate Dean of the School of Social & Community Services are also available to discuss student concerns. In addition, Program Advisory Committee members act as guest speakers to provide students with work placement and career advice.

Diploma to Degree Transfer

Humber has developed pathways for graduates of related two-year diploma and three-year advanced diploma programs to transfer into this program with advanced standing. Graduates of two-year programs require an additional six semesters to complete the degree, and graduates of three-year programs require an additional four semesters. These block transfers of credits adhere to the benchmarks set by the Port Hope Accord and adopted by PEQAB as the standard during the period under review, as the comparison below shows:

PEQAB Benchmark	Block Transfer
Limit the number of credits that will be awarded for previous diploma level study, with or without affinity, toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded does not exceed:	
Transfer of 65% of degree-level credit for a 4-year degree program from a completed 3-year diploma. For a degree with 120 credits/40 courses, this means a maximum transfer of 78 credits/26 courses.	Transfer of 50% of degree-level credit for a 4-year degree program from a completed 3-year diploma. Graduates of a three-year related advanced diploma receive block transfer for 20 courses (60 credits).
Transfer of 40% of degree level credit for a 4-year degree program from a completed 2-year diploma program. For a degree with 120 credits/40 courses, this means a maximum transfer of 48 credits/16 courses.	Transfer of 25% of degree-level credit for a 4 year degree program from a completed 2-year diploma program. Graduates of most two-year diplomas receive block transfer for 10 courses (30 credits).

Other qualified graduates of diploma programs who are missing non-core (breadth) or core (professional) courses are required to take additional coursework to complete requirements for graduation from this program. The Dean or Associate Dean must approve all advanced standing recommendations from the Registrar's Office.

Over the past five years, 186 students have entered the program via the transfer processes. Of these students, 163 transferred into profile A of the program. Profile A represents students who received a diploma in the Police Foundations program. Community and Justice Services (CJS) program graduates from 2009 - 2011 also entered the degree with advanced standing in Profile A. The CJS transfer students were from Humber and other colleges. Profile B was introduced in the winter 2012 semester and represents students who received a diploma in the CJS programs at Humber and other colleges. They also entered the degree with advanced standing. Since then, 23 students have transferred into profile B of the Criminal Justice program. Please see Section 1.7 for complete details pertaining to transfers and advanced standing.

8.3 Program Content

Advisory Committee

The current list of Program Advisory Committee members is listed in Section 6.16. The current advisory committee is a strong and committed group and includes senior-level representation from multiple sub-sectors in the industry. It also includes an academic member, a professor from the Sociology and Anthropology Department at the University of Guelph.

The Advisory Committee meets twice per year with the most recent meeting held in November 2013. The Committee has encouraged the program to include an emphasis on civility and professional etiquette. This has been integrated into the PSYC 114 - *Interpersonal Skills and Group Dynamics* course. The Committee has also advised the program to help students move from tolerating differences to respecting people who are members of different groups in society. This has been incorporated throughout the curriculum. Additionally, there are events and speakers representing different alliance groups that occur on campus and/or are organized by the faculty team to help students develop respect for others. The ability to work in a team is an essential professional skill and faculty have been advised to help students develop team work and conflict management skills.

At the most recent meeting on November 21, 2013, the Program Advisory Committee voted in favour of giving the faculty permission to revamp the curriculum to increase the breadth content. They also voted in favour of asking the Postsecondary Education Quality Assurance Board for a change in nomenclature from a Bachelor of Applied Arts to a Bachelor of Criminal Justice, or something else more recognizable than B. A. A.

Program Outcomes

The program outcomes are comprehensive and reflect the scope and breadth of the degree level standards. Recently in response to new PEQAB guidelines, Humber has established a series of learning outcomes for the non-core component to complement the professional outcomes.

Curriculum

As a result of the model that Humber has recently adopted for all of its baccalaureate programs, there will be adjustments to the program curriculum. Specifically, both criminal justice electives and additional non-core elective courses will be added to the program. Designated breadth courses will be replaced by core and non-core course categories to meet PEQAB's revised standards. The curriculum changes include:

- The addition of two new free breadth elective options, bringing the total non-core courses to 10 from the previous 8.
- The addition of criminal justice electives to give students more choice.

These changes will be included in the consent renewal submission to the Postsecondary Education Quality Assessment Board in June 2014.

Curriculum Currency

At each Advisory Committee meeting several courses are presented to committee members for their advice. In general, feedback received indicates confidence in the content for relevancy to the field. Each year the content for each course is reviewed and updated by the professor(s) responsible for the delivery. Emerging issues and research findings are generally the key changes that are made, but other changes that will better support student learning are also integrated. Any major changes are discussed with the faculty team, the Program Coordinator and Associate Dean to ensure there is no duplication between courses.

Also each year, the Criminal Justice faculty team meets to discuss the curriculum, student progress, teaching methods and new initiatives to address any gaps that are identified. For example, in reviewing the curriculum three years ago faculty noted that the range of student deliverables was too narrow and not necessarily helping them to develop the full range of skills needed. As a result, they looked at strategically changing some assignments in some courses across each semester to provide greater opportunities to use critical thinking, research skills, and verbal and written communication.

Courses are designed and taught at the baccalaureate level. Assignments and evaluations are tied to learning outcomes, and application, analysis and evaluation, as well as knowledge and comprehension.

The final examination/major assignment in each course is comprehensive so students are evaluated on their cumulative understanding and application of the full course material.

Overview of Assessment Methods

Across the program, assessment methods are varied, consistent and appropriate to the specified learning outcomes:

Students are evaluated using a wide range of methods including the following:

- Lab assignments
- Multiple choice questions
- True/false questions
- Individual presentations and debates
- Group presentations
- Simulation projects (policy making, moot court)
- Written case studies

- Written research papers
- Short answer questions on examinations
- Essay questions on examinations (application, analysis and synthesis)

In each course, the mix and relative weights of evaluation methods are chosen as deemed appropriate in the circumstances. The topics of various student projects reflect current issues in the field. Students have opportunities to practice and receive feedback on key skills related to the field such as interviews, resolving conflicts, debating legal and policy issues, verbal presentation skills, writing assessments such as pre-sentence reports, and case management plans.

Students are provided with many learning opportunities in the areas of understanding research concepts and how to evaluate research studies, and how to conduct a research study (CRIM 452 – *CJS Research Project*). They have multiple opportunities to develop their critical thinking skills, and written and oral communication skills which are all essential for advanced academic study.

Samples of Student Work

Samples of student work are on file and available upon request.

Work Placement

Placement occurs in May and June during the second and third year of study. During this time, students apply their academic knowledge in a setting that is part of the criminal justice system. The students attend their placements for 40 hours per week for a total of 320 hours per placement.

Students are expected to submit to their Placement Faculty Supervisor assignments that formally document their progress while in placement (a learning contract and a formal evaluation). Each form lets both the Placement Faculty Supervisor and Program Coordinator know if the placement student understands his/her role and what is expected of them in the agency. The Faculty Supervisor contacts both students and Agency Supervisors during the course of placements to monitor the learning environment and experience. Any identified challenges by students or Agency Supervisors are quickly addressed.

Because all programs at Humber include industry experience, Humber has extensive experience in providing work placements. Students have found placements in a variety of organizations, such as:

- the Correctional Service of Canada:
 - Federal Penitentiaries
 - Federal Parole Offices
 - Community Correctional Centres
- The Ministry of Community Safety & Correctional Services
 - Don Jail, Toronto West Detention Centre, Intermittent Centre
 - Provincial Probation & Parole Offices – Adult & Young Offenders
- Crime Prevention Organizations
 - Crime Prevention Association of Toronto
 - Safe City Mississauga
- Police Services
 - Toronto Police Service

- Ontario Provincial Police
- Durham Regional Police Service
- Halton Police Service

Employers have commented that students are responsible and reliable, enthusiastic, competent, and hard-working, and are able to work well independently and with others, and are able to multitask and meet deadlines.

8.4 Program Delivery

Delivery Methods

Faculty members use a wide variety of interactive delivery strategies to engage students in the learning process. In fact, in a single class, a number of different strategies are generally used to address the various learning styles of students. This approach also gives students the opportunity to deepen their understanding of the content by analyzing it through alternate contexts and perspectives.

Delivery strategies include the following:

- Lectures to introduce new content or theoretical concepts; lectures are generally supported with a variety of audio-visual components
- Group discussions which allow students to collaborate and explore facts, beliefs, assumptions and theories
- Student collaborative work and presentations
- Online course support and communication
- Field trips
- Guest lecturers from industry.

Student Feedback

Students are regularly encouraged to provide feedback about the curriculum, program and course delivery, teaching effectiveness, evaluation, and course resources.

- The Program Coordinator solicits feedback from students in regard to satisfaction with their courses
- The Program Coordinator solicits feedback and suggestions from students in regard to extra events and speakers that students would be interested in having.
- The Program Coordinator hosts “lunch” or “feedback” sessions from time to time with groups of students.
- The Program Coordinator posts office hours each week and actively invites students to provide feedback about their courses and the program at any time during the semester.
- The Dean and Associate Dean host focus groups with students each year to get direct feedback and suggestions from students
- Faculty often modify their teaching methods based on responses contained in student feedback questionnaires (SFQs).

Learner Experience and Support

Students in the program are supported both academically and personally in a variety of ways:

- The Registrar’s Office has a dedicated Program Admissions Officer who responds to all student inquiries about admissions and enrolment concerns
- The College hosts an orientation session for all new students to introduce them to their Program Coordinator, Student Advisor, faculty members, fellow students, and college services and resources
- The Program Coordinator and full-time faculty keep an open door policy to ensure that any student needing help gets it. The team also endeavours to answer student emails and phone calls promptly.
- Students can be referred to other college services for academic support such as the, the Writing Centre, the Math Centre, the Test Centre, and Peer Tutoring
- Students with special needs are supported through the Department of Student Success and Engagement where individualized learning plans and accommodations are developed and implemented
- The Department of Student Success and Engagement also offers a series of workshops on such topics as research skills and documentation, time management, note taking, study skills, presentation skills, test taking strategies, and stress management
- Counselling services are available for students experiencing personal difficulties that are interfering with their academic success
- A range of health services are available for students on campus, as well as multi-faith organizations.

Student Involvement

Students are involved in the decision-making processes in various ways. For example:

- Students can choose their research topics for their individual and/or group research papers. In the Criminal Justice Research and in the Crime Prevention courses, for example, students are engaged in decision-making at every phase of their projects
- Students are sometimes allowed to choose their own groups for group projects and presentations
- The faculty team implements practices based on student feedback to the Program Coordinator
- Many faculty members use additional feedback techniques such as "stop/start/continue" to elicit feedback which is then acted upon
- Faculty members are encouraged to think of creative ways to give students a voice while preserving the integrity of their courses and learning outcomes

8.5 Capacity to Deliver

Relevance to School Vision and Goals

As an Institute of Technology and Advanced Learning, Humber may offer up to 15 per cent of its programming in degree programs. Since 2003, Humber has introduced 21 degree programs, as well as developed transfer pathways from diploma to degree completion. In 2006, Humber reviewed its vision and revised it to “Humber – excellence in polytechnic education.” In 2013, Humber developed a new Strategic Plan aimed at strengthening the institution’s polytechnic identity, sustaining the focus on teaching and learning excellence, and maximizing the impact of partnerships.

Humber’s polytechnic identity is enhanced through the B. A. A. – Criminal Justice program’s strongly integrated approach which marries theoretical, breadth and applied education. Projects and especially the capstone course (CRIM 452) are focused on using both theoretical and applied skills to synthesize all learning. Upon completion of this program, graduates may either pursue employment or post-graduate study opportunities. Humber and

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Niagara University have a signed agreement that allows graduates of Humber’s Criminal Justice program with a GPA of 75% to transfer into the Master of Criminal Justice Administration degree at Niagara. Students are exempt from 3 courses in that Master’s program if they complete some additional work.

Humber’s program provides students with breadth courses based on a range of theoretical frameworks drawn from the social sciences, arts, humanities and science as a basis for critical analysis and innovative decision-making. The blending of breadth courses with professional program-specific curricula offers opportunities for the enhancement of the workplace skills and the knowledge and understanding graduates need to take leadership roles in their professions and within the broader community.

To help students prepare for the academic nature of this program, faculty offer a “License to Write” seminar series in semester one where they attend workshops on fundamental academic skills such as essay writing, APA style, library research methods, and professional communication strategies. The pedagogical philosophy is to help students develop the skills to be successful at a baccalaureate level of study.

Throughout the four years of their program, students are encouraged to network with industry professionals, for example, by attending the Criminal Justice Speaker series, the Police Chief Gala, the Association of Black Law Enforcers, and other events hosted by the School of Social and Community Services and Humber, in general. They are also encouraged to gain relevant work experience through part-time jobs or volunteering in addition to completing two 8 week block placements. Graduates of the program have a wide variety of social media tools at their disposal (e.g., LinkedIn) with which to maintain and broaden their professional network and find out about job openings. In addition, graduates have access to a multitude of job search web sites.

This B. A. A. – Criminal Justice program is one of several opportunities for study in the social, community and justice areas in the School of Social and Community Services at Humber.

Credential	School of Social & Community Services
Certificate Program	<ul style="list-style-type: none"> ▪ Pre-Service Firefighter Education & Training
Diploma Programs	<ul style="list-style-type: none"> ▪ Community & Justice Services ▪ Developmental Services Worker ▪ Police Foundations ▪ Protection, Security & Investigation ▪ Protection, Security & Investigation: Crime Scene Investigation ▪ Social Service Worker
Advanced Diploma Programs	<ul style="list-style-type: none"> ▪ Child & Youth Worker
Accelerated Programs	<ul style="list-style-type: none"> ▪ Child & Youth Worker ▪ Developmental Services Worker
Baccalaureate Degree Programs	<ul style="list-style-type: none"> ▪ Bachelor of Child & Youth Care ▪ Bachelor of Applied Arts – Criminal Justice

Bachelor of Applied Arts – Criminal Justice #2220

Learning and Physical Resources

Library Resources

Humber has the library resources needed to support this program. To support the requirements of degree students and faculty, Humber has invested \$7,564,730 in expanding library collections over the past 13 years. Since 2009, the library has spent almost \$640,000 for resources specifically related to the Criminal Justice program including books, journals, DVD/videos and databases. The library resources are updated yearly. Further details on library resources are in Section 6.19 of the Program Self-Study.

Facilities

Humber is committed to providing quality facilities for its students. By fall 2011, the college had invested over \$135 million in construction and renovation projects at the Lakeshore campus, including the Lakeshore Commons. This 100,000 square foot building provides specialized academic space as well as informal space for study and student interaction. Humber continues to build, renovate and re-equip learning spaces to support programming currency and student learning needs. As a result, the college provides appropriate space and resources for this program.

Each classroom is fully equipped with audio-visual equipment (computer, DVD player, audio equipment, projector, screen, whiteboard or blackboard). Support staff from Humber's Information Technology Services is available to respond quickly in case there are any problems with the classroom equipment.

Faculty

Faculty Qualifications:

Core Faculty

The terminal credential for this degree is a PhD. All full-time faculty members have PhDs with the exception of one full-time Police Foundations diploma faculty who teaches a course in the degree program. However, he has a Master's degree in Criminal Justice and 30 years of policing experience. In the past year of delivery (2013 – 2014), approximately 60 percent of faculty members have PhDs.

Humber will continue to ensure that a minimum of 50 percent of courses overall are delivered by faculty members with PhDs.

Non-Core Program Faculty

The terminal credential for the non-core or breadth courses is a PhD. All faculty members identified as qualified to teach breadth courses have advanced degrees in related areas. In the most recent full academic year (2013/14), 68 percent of the non-core or breadth courses throughout the four years of the program were taught by faculty members with doctorates.

Faculty Performance Review

On an ongoing and case-by-case basis, the results of the Student Feedback Questionnaires are reviewed with faculty to establish a plan of action to both ensure student satisfaction or to improve student satisfaction. The School looks at these results in conjunction with data from other sources such as KPIs, class visits and student focus groups. When a problem is identified by the SFQs, the Associate Dean consults with the Program Coordinator and the faculty member involved in order to resolve it. Regular meetings with faculty are held to discuss performance. Formally the Associate Dean conducts class visits for all probationary faculty and those identified with a need for support.

Faculty Development

Faculty participation in professional development activities is ongoing. As part of sustaining teaching and learning excellence, the Centre for Teaching and Learning (CTL) offers an extensive range of professional development activities and support for all faculty, including workshops and certificates, such as the faculty teaching excellence certificate and the part-time faculty effectiveness certificate. As well, the CTL provides faculty with individual consultations to support their professional development in teaching, in educational research, in writing and publishing, and in identifying external opportunities for advanced credentials.

Faculty Scholarship

All of the program faculty, both full and part-time are engaged in research and scholarly activities specific to the program and the field of study. Humber recognizes the importance of having faculty engage in a level of scholarship and research or creative activity to ensure their currency in the field. Humber is committed to providing opportunities and support for faculty to attend conferences, present papers, and produce some scholarly work and encourages faculty members to identify and pursue such activities.

In 2009, Humber established a Dean of Research to advance the research agenda at the college. Research and research-related activities are a key component of Humber's institutional strategic vision for a number of reasons:

1. Research provides direct benefits for Humber students
2. "Scholarship of Discovery" is a key Humber value
3. Research keeps faculty and staff at the leading edge of their fields
4. Humber research leads to economic benefits for the GTA, Ontario, and beyond

Whether it is an individual faculty research project, a school-led research area, or an institute-wide research initiative, the emphasis is on the integration of Humber research activities with academic programming. As such, research at Humber enriches the core business – providing excellence in education and training for a highly diverse student population studying in programs that range from apprenticeships through four-year degrees to graduate certificates.

Humber faculty members are encouraged to become engaged in Humber's evolving research enterprise. All faculty participate in research and scholarly activities. Some examples include:

- Jeanine Webber, Ph.D, RSW, attended The Society for Social Work and Research conference held in Washington D.C. to present her research paper entitled, "*Do Girls with Comorbid Externalizing and*

Internalizing Disorders Benefit from Cognitive-Behavioural Treatment for Disruptive Disorders?"

- Professor, Aqeel Saeid, recently co-authored a research paper: Maiter, S., Joseph, A., Shan, N. and Saeid, A. *Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members*. Qualitative Research, 2012 DOI: 10.1177/1468794112455037
- Dr. Alyssa Ferns was awarded the Eileen Gupton Memorial Award for the best Professional Poster at the Society of Police and Criminal Psychology conference.
- Dr. Douglas Thomson was successful in securing a SIRF grant on student reading and library research practices

Question 6.7 of the self-study highlights examples of research/scholarly activities in which faculty members have engaged.

Student Services

The Department of Student Success and Engagement provides advising, counseling, and support services to help students achieve their personal, academic and career goals. This department includes Disability Services, Counselling Services, the Test Centre, the Health Centre, Athletics, Aboriginal Student Services, Chaplaincy, Career Services, Peer Mentoring, Tutoring and Community-based Learning, Residence Life, and Campus Life Programs including Orientation, First Generation, and Commuter student programming. Qualified staff members work directly with individual students and, when appropriate, in partnership with faculty and others.

8.6 Credential Recognition

The Bachelor of Applied Arts credential is recognized by other postsecondary institutions, professional bodies and employers. Graduates of the program have the academic foundation to pursue further study in the field. Humber has no formal process of tracking and collecting data on graduates who have gone on to employment and/or further education. The first transfer students graduated in 2012, and the cohort who entered semester 1 in fall 2009 graduated in spring 2013, along with other transfer students. It is too early to fully report on numbers of students who are pursuing graduate studies. However, the Program Coordinator and Internship Advisor maintain informal contact with graduates.

This Criminal Justice program has a signed agreement with Niagara University to allow its graduates with a grade point average over 75% to enter its Master of Criminal Justice Administration program. Students who successfully complete an extra assignment in three courses – *Management in the Criminal Justice System*, *Restorative Justice*, and *Crime Prevention* – are exempt from these courses and only need to complete eight instead of eleven courses to complete the Master's degree.

The following postsecondary institutions have indicated that they will consider Humber's B. A. A. – Criminal Justice students for transfer and/or graduate studies:

- University College of the Fraser Valley
- University of Toledo
- Sam Houston State University
- Southern New Hampshire University

- University of Birmingham
- University of Leicester
- University of Wales, Bangor
- Charles Sturt University

8.7 Regulation and Accreditation

Not applicable to this submission.

8.8 Program Evaluation

Humber has made a commitment to academic quality assurance through a rigorous process of program review.

Each of Humber’s academic programs – from one year certificates, two–year diplomas, three-year advanced diplomas, graduate certificates and baccalaureate degree programs – undergo the program review process once every five years. Program faculty and administrators complete a self-study document that covers curriculum, student satisfaction, teaching performance, program relevance to industry, and pathways to further educational opportunities. Part of this self-study includes student focus group summaries and institutional data.

The self-study is followed by an external assessment conducted by two external assessors who interview program and college administrators, faculty, placement advisors, current students, graduates, and advisory committee members. They also thoroughly examine the self-study document, course outlines and other relevant materials, and tour facilities and resources. They are assisted by an internal assessor who is an academic administrator from another School in the college.

After receiving the external assessment report, Humber prepares an action plan to meet the recommendations. Every year, the Vice President Academic or designate meets with each school dean to ensure the program review recommendations have been acted upon. Through this evidence based process, the college ensures academic quality and program currency.

8.9 Academic Freedom and Integrity

In all of its degree submissions, Humber has included its policies, practices and procedures relating to:

- Academic Freedom
- Academic Integrity (Faculty and Students)
- Intellectual Property
- Ethical Research Practices including
 - Policy on Research Contracts, Grants and Fund Administration
 - Policy and Procedures for Research Involving Human Subjects

These policies have remained consistent and there are no updates to report at this time.

8.10 Student Protection

With regard to student protection, in all of its degree submissions Humber has included its policies, practices and procedures relating to:

- Student protection policies relating to:
 - Dispute resolution
 - Fees and Charges
 - Academic misconduct
 - Academic complaints and academic appeals
- Offenses relating to:
 - Academic Dishonesty
 - Misrepresentation of Personal Performance
 - Damage to the Integrity of Scholarly Exchanges
 - Records of Academic Misconduct
- Strategies Humber uses to ensure that students are made aware of the Academic Regulations and Transfer Credit Arrangements relating to degree level study.

8.11 Summary of Assessment against the Standards and Benchmarks

Humber believes that the Bachelor of Applied Arts – Criminal Justice program meets the PEQAB standards and benchmarks for degrees in applied areas of study. There are, however, some areas that could be enhanced. The table below summarizes major strengths, weaknesses and plans to address the areas requiring improvement.

Standard	Strengths	Areas for Improvement	Action Plans
Degree-Level	<p>The School believes the program meets this standard. Overall, the analysis of courses against the elements of the degree level standard conducted by the faculty and administration show that students have met the elements of the degree level standard.</p> <p>The application of knowledge is a strong outcome. This is evidenced in the capstone <i>CJS Research Project</i> course which is the consolidation of all program learning outcomes.</p>	<p>The Program Coordinator and faculty members are currently reviewing the overall program against the standard and are revising the curriculum to add two more breadth electives. They are also making revisions to core courses to increase the element of theory.</p> <ul style="list-style-type: none"> ▪ Incorporate more opportunities for students to gather, review and engage in current research and advanced scholarship ▪ Incorporate more strategies to support independent and self-directed student learning 	<p>To have these recommendations implemented as quickly as possible</p>

Standard	Strengths	Areas for Improvement	Action Plans
Admission, Promotion, Graduation	There are currently clear admission requirements for both direct entry and transfer students. Standards appear to be sufficiently rigorous to allow students to perform well in this degree program. Transfer students are performing well.		
Program Content	A major strength of the program is the blend of criminal justice theory with applied project work. Courses are designed and taught at the baccalaureate level. Assignments and evaluations are tied to learning outcomes, along with application, analysis and evaluation, as well as knowledge and comprehension.	Curriculum revision is currently taking place to address some concerns around duplication, deficiencies and sequencing. Primary issues include increasing the number of breadth courses, elevating academics, rebalancing practical and theoretical courses, and improving efficiency in sequence of delivery.	Curriculum revisions are taking place as part of this program review and before the application is submitted for consent renewal.
Program Delivery	Faculty members use a wide variety of delivery strategies to engage students thoroughly in the learning process.		
Capacity to Deliver	The program meets the PhD requirement for faculty and has sufficient resources to deliver the program effectively.		
Credential Recognition	A number of institutions have indicated their willingness to consider students for admission to graduate school. In addition, Humber has a signed agreement with Niagara University to accept graduates with a GPA or 75% or higher into its Master of Criminal Justice program with advanced standing.	The program would like to have universities in Ontario indicate a willingness to consider students for admission to graduate school.	Continue to seek agreements with Ontario universities
Regulation and Accreditation	N/A		

Standard	Strengths	Areas for Improvement	Action Plans
Program Evaluation	Humber has a strong program review and renewal process which has received the highest rating by the Postsecondary Quality Assurance Process Audit		
Academic Freedom & Integrity	Policies are in place that meet the standard		
Student Protection	Policies are in place that meet the standard		

APPENDICES

APPENDIX I – PROPOSED NEW CURRICULUM/PROGRAM MAP

To conform to other baccalaureate degree programs at Humber, this program is undergoing a curriculum revision to add two non-core breadth courses and some program electives. Faculty and program administrators are also developing a common first year of study with other degree-level programs in the School of Social & Community Services. These changes will be included in the consent renewal submission to the Postsecondary Education Quality Assessment Board in June 2014. The draft program map outlining these changes is below.

Suggested Program Map Bachelor of Applied Arts - Criminal Justice (Draft: March 24, 2014)

Courses and Other Graduation Requirements

Sem	Criminal Justice & Leadership	Criminal Justice Practice	Theory Foundations	Research	Discipline Electives	Breadth Electives
F (1)	Government & Social Welfare	Interpersonal Communication	Introduction to Psychology			Elective 1
			Principles of Sociology			
W (2)	Ethics & Moral Theory	Counselling Theory & Practice	Human Rights, Diversity & Social Inclusion			Elective 2
		Group Dynamics				
F (3)	Issues in Community & Institutional Corrections: Historical to Present	Introduction to the Canadian Criminal Justice System	Introduction to Criminology			Elective 3
		Conflict Management				
W (4)	Contemporary Policing	Criminal Law & Procedure			Elective 4	
	Victims in CJS				Elective 5	
S	WORK PLACEMENT – Mandatory 8 week internship (no academic credit)					
F (5)		Issues in Canadian Law		Mixed Research Methods		Elective 6

		First Nations People & Criminal Justice System		Introduction to Statistics			
W (6)		Clinical Criminology	Sociological Theories of Crime		1	Discipline Electives: <ul style="list-style-type: none"> • Program Development & Evaluation • Transformational Leadership & Advocacy • Responding to Primary & Secondary Trauma • Community Mobilization, Support & Empowerment • Mental Health Across the Lifespan • Organizational Behaviour 	Elective 7 Elective 8
S	WORK PLACEMENT – Mandatory 8 week internship (no academic credit)						
F (7)		Advanced Social Policy		Senior Level Thesis Research Project 1	1	<ul style="list-style-type: none"> • Case Management • Youth Crime • Comparative CJ Systems • Crime Prevention • Gender in CJS • Management in CJS • Institutional Culture 	Elective 9
					1		
W (8)		Restorative Justice		Senior Level Thesis Research Project 2	1	<ul style="list-style-type: none"> • Gender in CJS • Management in CJS • Institutional Culture 	Elective 10
					1		

APPENDIX II – ADVISORY COMMITTEE MEETING MINUTES

Bachelor of Applied Arts in Criminal Justice Program Advisory Committee Minutes

Date: Friday November 29th 2013
Location: Lake Shore Campus, B 118

In attendance: Gina Antonacci, Nancy Burt, Alyssa Ferns, Lucy Hume, Andrine Johnson, Evan Knopp, Cynthia Lessard (minutes), Robert Lunney, David MacDonald, Greg McElligott, David Mitchell, Gerry Small, Irina Sytcheva, Doug Thomson, Frank Trovato, Jeanine Webber, Winston Wong,

Regrets: Jacqueline Edwards, Cheryl Evans, Mike Gamble, Christine McKenzie, Aqeel Saeid, Ron Stansfield, Derek Stockley, Mark Totten,

Topic	Discussion	DECISION/ACTION
Welcome and Introductions	David Mitchell welcomes everyone and begins introductions	
Review of Minutes	Motion: To approve the minutes from the previous meeting. Vote: motion carried.	Resolved: previous minutes are approved without modification.
Briefing about Humber's new Strategic Plan (Gina Antonacci)	<p>Period of Rapid Growth: The School of Social and Community Services has seen a period of rapid growth—100% from 2005-2012. With that growth has come challenges, particularly in regards to facilities. There is limited physical space (especially office space); we will continue to face this challenge for the next 3-4 years.</p> <p>New Funding Model: The current government funding model is based on enrolment and growth. There is talk that this model is changing to an outcomes-based model, with factors possibly including retention and graduation. The ministry is also looking as differentiation.</p> <ul style="list-style-type: none"> • Colleges must identify areas of expertise • We are currently waiting on the ministry White Paper discussing the criteria for differentiation • Degrees are on hold at PCAB until we submit the Strategic Management Assessment disclosing our areas of differentiation <p>Our new Strategic Plan was created in the spirit of collaboration and transparency with the following goals</p>	<p>Advertise diploma-to-degree pathways to other colleges</p> <p>Lobby for Polytechnic designation in Ontario</p> <p>Find an appropriate LMS to enable growth of our online offerings</p>

	<p>in mind:</p> <ol style="list-style-type: none"> 1) Strengthen Polytechnic Identity <ul style="list-style-type: none"> • Humber offers a range of credentials from apprenticeship to degree, as well as pathways for movement between our programs. There is a related degree for every diploma. • Moving forward we need to advertise our degree pathways to other colleges. • There is currently no Polytechnic institution designation in Ontario; moving forward, the goal is to lobby for this title. 2) Teaching Excellence <ul style="list-style-type: none"> • Our plan focuses on excellence of our teaching and learning as well as the strength of our faculty • Moving forward there is a desire to strengthen our online learning offerings, but for this to take place there is a need for a strong Learning Management System (LMS) 3) Maximize Impact of Partnerships <ul style="list-style-type: none"> • There is a need to strengthen our links with industry stakeholders in order to improve outcomes for our students • Build and maintain relationships with alumni • Connect with community partners 	
<p>The School of Social and Community Services Update (Gina Antonacci)</p>	<p>Certificate of Addictions and Mental Health is set to begin in 2015 for the full-time day program.</p> <ul style="list-style-type: none"> • Our current challenge is to offer programming within the confines of our limited spacing • Is there the potential for a Degree in Addictions/ Mental Health? • Are we able to offer dual-credit partnerships for a Masters in this field? <p>The School is growing with three new faculty hires, and the possibility of a new Associate Dean and new field placement hires</p>	
<p>CJ Program— Jeanine Webber</p>	<ul style="list-style-type: none"> • 5 Crim. Justice students won awards from Liberal Studies. • Dr. Mark Totten is new to faculty. His areas of 	

	<p>interest include research in gangs, working with Firth Nations communities; he also has a 5-year research grant.</p> <ul style="list-style-type: none"> • 440 students enrolled in the fall 2013; good retention • A lot of students are applying to law school, grad school • There will be a gala for victim services • We are sponsoring 3 students for the National Restorative Justice Conference • Four students attended the 20th Conference for the Wrongfully Convicted • Criminal Justice Speakers Series continues 	
<p>CJ Program Review—Jeanine Webber</p>	<p>Colleges are monitored very closely for degrees. Consent renewal is coming up; occurs every 5 years and measured on a number of variables.</p> <p>Reviewing program for consent renewal:</p> <ul style="list-style-type: none"> • Teaching • Student satisfaction • Resources • Pathways • Continuing education • KPIs, SFQs, anecdotal evidence, qualitative evidence, focus groups all used in self-study. • Two outside academics to do an on-site visit to meet faculty, students, grads, and advisors. • External assessment report/recommendations will inform the action plan. • The President then reviews the action plan. Ministry will also review and send own third-party to conduct a site visit. • We are looking to add more choice: 4-8 breadth electives. Tailor electives to specialize work towards a common first year for all degrees to make transition easier. • Hoping for a change to field placements to provide wider community support. <p>Motion: move to give permission to revamp curriculum for breadth electives. (Irina and Lucy second motion.</p>	

	<p>Motion: Andrine and Lucy motion to submit a request to change the name of the program from Bachelors of Applied Arts—Criminal Justice to Bachelors of Arts—Criminal Justice.</p>	
<p>Partnership with Niagara for Masters in Criminal Justice—Frank Trovato</p>	<ul style="list-style-type: none"> • Working with Niagara University to develop various pathways (flowchart). • Dual-Credit system: students will take enhanced courses in order to move on to their masters. • Post-grads can still participate; will have to do an extra hybrid enhancement course before moving on to their masters. • Opportunity for all honours degrees students with a portfolio assessment. • Beginning this fall 2014 	
<p>A Case Study on Diversity in Corrections—David Mitchell</p>	<ul style="list-style-type: none"> • Particularly black inmates’ perception of cultural competency • Racial profiling, carding • Interactions between service providers and the public • Need for education in intercultural communications • Cultural competency can distinguish our students; how can we integrate theory and practice? • Can we arrange a meeting of affinity groups and come away with case studies? • Vision of inclusivity, not based on litigation • How can you operationalize an anti-oppression framework? • “ Will and skill” • Need for practical strategies workshop series? 	
<p>Next Meeting</p>	<ul style="list-style-type: none"> • Late spring, date TBD 	

Criminal Justice Advisory Committee

Minutes

June 5, 2013

11:30 am- 2:00 pm

Room B118

Attendees: Jeanine Webber, David MacDonald, Lucy Hume, Aqeel Saeid, Frank Trovato, David Mitchell, Doug Thomson, Alyssa Ferns, Michael Gamble, Robert Lunney, Greg McElligott, Melissa Churly (minutes)

1. Welcome & Introduction of Chair Mr. David Mitchell	Jeanine Webber
-David is the regional director of Probation and Parole for the Ministry of Community Safety and Correctional Services, Previous superintendent of the Mimico jail, was deputy superintendent of the Toronto jail and to the East jail and one of the 7 co-founders of the Association of Black Law Enforcers	
2. Introduction of new members	
3. Review of Previous Minutes	
-Approved	
4. Program Coordinator Report	Jeanine Webber
-In April we had our 2 nd annual research thesis poster presentation and it went really well. Topics included: bullying, alcohol consumption patterns, police correction spending, impact of incarceration on youth, etc. Students enjoyed the opportunity to talk to faculty and judges about the posters. Next year we will try to find a larger venue and have all of the students presenting at the same time.	
-Open house was successful. We had a constant stream of students and parents. People's knowledge of our program has expanded as it is not just locals, but people from up north too.	
-We have 57 students graduating this year- June 19	
-We are in the final stages of hiring a new full-time faculty member to start in the Fall.	
- We have hired a new student support advisor- Julie Pagliaro who will help support students who are struggling, link them up with services, and develop plans to work with the students. This will help with our ability to follow up on students in need and keep up the support	
-We had to withdraw 20 students for academic reasons (grades too low), 31 students were put on academic probation. The withdrawn students can reapply after 8 months, but if they are withdrawn again they will need to get permission to reapply. The 8 month waiting period is an opportunity for the student to reflect. We have found that a lot of these students are working too much, and/or family reasons impact them.	
- We expect about 314 to return in the fall, 147 of them are direct entry students. We have 90 students on the waitlist.	
-Upgrades- We are working on purchasing a driving and scenario simulator. We are excited about what this new resource will add to our teaching and research opportunities.	
- Expand placements- A number of our students are doing research based projects for their	

placements. This will give them experience for pursuing a master's degree. Some of the research projects include: a project on community advisory groups, we have a student working on project with the Association of Chiefs of Police, human trafficking, and international law enforcement. It is just another way of opening other doors for our students. We are also working with Divisional Support with Toronto Police for faculty and students to do projects.

-Frank- Most police services are having the same issues around program advisors determining has this program really worked? Have we reduced crime within these communities? They want some validation as to what is actually happening and that validation is done by third party institutions. We would love to partner with these policing units and it would be a good idea to have our 4th year students getting involved.

-Alyssa- We are in the stages of getting everyone together and signing the proposals, we hope some of our students in the fall will work on this.

5. Research Initiatives by Faculty Doug Thomson, Aqeel Saeid, Greg McElligott

-Doug Thomson- funded by SIRF – Looking at business students, are they all wired? Are they translating these electronic sources into their school work? How do they collaborate on group projects? They tend to pick the easiest things possible and spend less time working towards getting the higher grade. How do we integrate this information? We are looking at variables in the GTA, at Canadian versus non-Canadian students. Do they use real books or only electronic sources? Do they use the library? We are doing a survey and running focus groups. Right now it is a Pilot study, but we want to expand this to other departments on a bigger scale. Right now the sample size is 200 undergrad, graduate degree and diploma students. The students are in 2nd semester to 8th semester. We have had 2 focus groups but only 2 students have shown up, even though lots signed up, and we offered to pay them \$25 plus food.

-Aqeel Saeid- Gambling research project- Looking at problem gambling among students at Humber. Research has shown that problem gamblers make up 7.8 per cent in student population compared to only 5 percent in general population. We want to Investigate this; does it exist here in Canada? At Humber? Or in Ontario? No research has been done in this area among college students in Canada. We want to investigate students' attitudes towards gambling, the severity level of problem gambling. We will also look at measuring depression because there is a significant relationship between the two. We are using a web survey, based on the ethics review board we decided to go this way. What was the motive? All gambling starts at this age and develops step by step into addiction. College students are more involved in these activities but we don't have counseling for problem gambling at colleges.

-Greg McElligott- Federal expansion of the prison system- How is it that the prison system is expanding but crime is going down? Theory from the USA is that mostly prisons are built to serve an economic need. We are trying to find out if this is true. Contracts for prison expansion can be found on one website and we are downloading the info to find out who is benefiting from the expansion for all Federal institutions back to 2010. We are trying to find out the patterns. So far we have seen that: 1. Few projects going on Quebec 2. Pattern in the East Coast is that the government will get a big amount of co-ops and big nationals share the benefit. It seems there are a wide variety of people benefiting, including local MPs, businesses, etc. 3. Raises questions about private or public entities. Prisons are largely private.

6. Course Outline Review

(a) Sociological Theories of Crime	Aqeel Saeid
<p>-We start with a general overview on sociological theory of crime. I explain the meaning of theory and by the 2nd lecture try to link theory with research method, how research works with theory, and then move into sociological theories. General themes are: intro to each theory based on scope, relationship between variables, break it down into levels to absorb it better, what are the hypotheses? Then we move into more in-depth analysis. I ask students to buy text because it contains articles from the original theorists and scholars. It is very useful and 4th year students rely on this book for their research project. This is an advanced course, so students also need to get used to the terminology.</p> <p>-Grading breakdown: Research paper, 2 quizzes, mid-term, group presentations, professional skills in class and final exam. Any ideas on how to make it better?</p> <p>-This course is a big challenge and difficult for students. The material is heavy but by the end they do understand the theories. Research without theory has no basis. The exam doesn't have multiple choice and students' feedback is that they feel this is the first real exam they write in the program. It is short answer, essay, and scenario questions. It takes about 2.5 hours to complete</p> <p>-It is not a good idea to schedule this course to run on Monday's because of holidays. There is a lot of material to cover.</p> <p>-Frank Trovato- this course teaches critical thinking skills and students are not used to this kind of thinking, reading and writing.</p> <p>-Doug Thomson- You could try integrating podcasts. There are lots of great 5-10 minutes podcasts available from experts on how they apply the method and you could get students to listen to this.</p>	
(b) Law & Criminal Procedure (Update only)	Mike Gamble
<p>- This is a 2nd semester course for direct entry students only. In this course we take the student from the concept of arrest to sentencing and appeals. Up to this point, the course was very theoretical. We have been teaching a similar course in police foundations in a mock court format and we wanted to transfer this hands-on model over to the degree course. It is still very different content-wise from the PFP course. Degree students are going from 0-60 in one course, there is a lot of material to cover, half of the course is trials and the other half is theory. It is very practical and students take on roles as witnesses, officers, crown witnesses, etc. Student feedback has been quite positive on the new platform, they see things very differently, they step up and take on a leadership roles. I still want to change a few things like breaking students up into different roles and having them learn about their roles and criminal justice system as a whole, prior to going to trial. I will incorporate this next semester.</p> <p>-Alyssa Ferns- are students reliant on other students to perform well? Were there group conflicts?</p> <p>-Mike Gamble- Yes students do drop the ball sometimes for example, witness statements have an early due date which is posted on blackboard. If you have do not hand it in on time you are fired from the assignment because everyone else relies on this. The Differentiated classroom is my response to this i.e. grouping all the witnesses together and getting them to understand what their role is. This will help them understand the expectations on them and I am hoping</p>	

this will get the message out a little clearer. I had two students who didn't complete the witness statement but they didn't fail the course.

-David Mitchell- This is a great idea as it links the material back to reality. We really need to paint those pictures for them.

7. Review of CJ Degree Curriculum

David Mitchell

- Jeanine- The Ministry offers us permission to offer degrees but we have to consent to a renewal process after 7 years where we provide them with samples of student work. We need to start dialoging about new trends that are not reflected in our program currently, that we should be trying to bring into our curriculum. Several of you will be invited to comment and site inspectors will come and we can have a dialogue with them. What should we hold strong to and what should we add in?

-David Mitchell (see handout) – Overall there is a solid assortment of courses offered. In terms of new trends something we can look at is the ethics piece. We can look at the issue of honesty and the importance of that, people's responsibility to tell the truth, and resistance to peer pressure with regards to the use of force. For the Institutional Culture course- we need to make the distinction between staff culture and offender culture and how they impact each other. Jeanine Webber – Staff and Offender culture are focused on in this course.

David Mitchell - What types of things do we need to encourage people to do to drive down violence? We should examine the assumptions we make about these things. We never do a debriefing with offenders but we do it with staff, we never go back and do anything for them so the cycle keeps perpetuating. Another suggestion is to consider a new mantra when looking at resumes – what makes you different? What makes our students more marketable? More competitive? What are the cutting edge things about our program? Such as applying theory in a practical way. How are you going to make a change with these skills we have equipped you with? Look at trends and interventions that we can encourage people to do within their power.

-Robert Lunney - For the First Nations Seminar 1 we should include the residential school issue. Many people among the student body may not be aware of this issue. Another suggestion would be in the area of Organized crime. It is often the elephant in the room and is far more endemic than anyone is prepared to admit in Canadian society.

8. Updates from the Field

Advisory Committee Members

-Robert Lunney– O.A.C.P. (Ontario Association of Chiefs of Police) - I have heard some good feedback on the program here at Humber and I think it has something to do with the content and relationships. I was in Winnipeg and visited the Western Police Academy. It is in an industrial area, they have about 30-40 students in each class, it's a private enterprise. It might be good to have them on the radar and dialogue with them about why are they so successful at their placements.

9. Other Business

-We will have another meeting in the fall and continue the dialogue on the program and how to implement changes. Make it an evolving process.

BAA CJ Advisory Committee Minutes

November 21, 2012

11:00 -1:00 PM

Jeanine Webber	P	Gina Antonacci	P	Cheryl Evans	P	David Mitchell	
Christine Mckenzie	P	Lucy Hume	P	Doug Thomson	P	Aqeel Saeid	P
Julie Pagliaro	P	Frank Trovato	P	Michael Gamble	P	Dr. Ron Stansfield	P
Robert Lunney	P	Melissa Churly	P	David Macdonald	P	Greg McElligott	P
Jessy Singh	R	Arthur Lockhart		Michelle Choma	R	Derek Stockley	R
Kathleen Riley	R	Sundeep Johal	R	Alyssa Ferns	P		

1. Welcome & Introductions
-Jeanine welcomes everyone and begins introductions
a. Chair of Advisory Committee needed
-Needs to be an external person, express your interest to Jeanine Webber (Jeanine.webber@humber.ca)
2. School Update – Gina Antonacci
-Our school has been on a path of growth since 2008 in terms of the credentials we offer. Currently our two degrees Criminal Justice (CJ) and Child and Youth Care (CYC) are oversubscribed. Diploma students in Child and Youth worker receive the equivalent of four semesters towards the degree and Police foundations grads can receive the equivalent of six semesters towards the degree.
- In the development stage is the Bachelor of Behaviour Science- It is ready to be sent to the ministry at this time. We have been informed that they are still doing business, a new minster has been appointed and we are hoping it will start the process on their end soon. A panel will come to the college and assess our ability to teach the degree. Humber has 22 degrees already, so we are optimistic that this will be a positive assessment.
- Under development -Community Assessment Degree-Linda Hill will be working on the program in the new year, hoping for a 2014 start date.
-Also working on a model where students can take a common first year and then choose which degree they want to stream into at end of year. This Platform is a way to help younger students engage in degree studies without having to make a decision they will regret.
- Post-grad certificate – Addictions and Mental Health is in development. This program is ideal for people who are already working full time and are looking to upgrade/update their skills set.
-Part-time Protection Security and Investigation- First class started in Sept and we have another one starting in Jan- We are marketing it in a way that will help students understand what it is all about.
- CE Director hired 1 year ago- She is keeping our programs robust. Making sure CE students are well taken care.
-We are working on getting permission from the Ministry to offer CJ on a part-time basis.
-Partnership with Penn State Justice and Safety Institute- We co-hosted a conference last May. Half of the attendees were Canadian and half were from U.S.A, it was very successful.

-Ontario Association of Chiefs of Police (O.A.C.P.) - Working on a research program with OACP and Waterloo Police on domestic violence. We have applied for funding but we are up against Universities, they don't like to give money to colleges. We have a plan B and we will be moving forward either way. The research gets researchers and students involved in activity that connects with the real world and is applied in nature.

-Research projects- New super jail- In partnership with the John Howard Society, Humber has been surveying residents, business owners, students, and staff about the perceptions of what will happen to the neighborhood when the jail opens. What concerns do they have? What can we put in place to address these concerns? The John Howard Society is developing a re-integration centre; so that as someone is being released they have somewhere they can go that meet their needs. In the long term we hope to do a follow up study of what actually happened in order to be more proactive and supportive to communities when these jails open.

-Ron Stansfield (Guelph University) - To address the issue of funding for research projects, we could partner with another Canadian university. It may be easier to get the funding that way. We could also look at getting funding through the Canadian Institute of Health Research(CIHR)

-International exchanges- Marketing it in Jan 2013 for Waterford University in Ireland. Our students can go there for a semester and their students can come to us for a semester. International has always been a big interest for Humber. As a school we have never had to go after international students to fill our programs but there is an element of enrichment for our students. We continue to learn more about it and provide opportunities.

-Niagara University- We are currently negotiating an articulation agreement for diploma students to do a degree program there. They are very interested in our 1 year CSI certificate and how they can integrate it into their undergrad degree and send their students here. Working on how Niagara can take our students into their master's program, so that students can transfer from our undergrad into their masters. We need to identify 3 of our senior level courses that we can add extra credit assignments to and then students who complete the extra credits can get granted 3 transfer credits towards the master's program at Niagara U.

3. Recruitment/Outreach Project – Gina Antonacci

-Working with Shelley Charles (elder in student success department) to integrate more aboriginal students in our program. We have a recruiter who goes to the far north and recruits students on our behalf. The programs that they are interested in are in our school like CYW, SSW, etc. With this group it's not enough to say this is who we are and what we offer, we have to reach out to their families and their bands. We are reaching out to a number of communities. We are also starting really young, we have a program where we invite students in grades 7-8 to come down and spend a week at Humber in the summer. They get to learn about who we are and it's an opportunity to plant seeds about Humber. We are also taking laptops to far north communities to a leader in the community who will invite people to use it; our students will be mentoring them. This initiative connects our students to the community and connects them to us. The message is: normal recruitment practices do not work in this community. We are still at the very beginning of the process but in the long-term

it will pay off.

4. Program Update – Jeanine Webber

- Sept 2011 – We had 321 students. Lost 25 students due to academic withdrawal (failed 2 or more classes) and 9 students whose average was too low to continue. We are doing well in being able to support students.

– In March, Alyssa and I escorted a group of students to Kingston to tour a few jails. It opened the eyes of students to what it's really like. Gets the myth of the total monster out.

-In April recruiters from police departments came and students could sign up for individual mentoring sessions to learn about the hiring process, what to do in the interview, body attitude, mistakes not to make and how to be a better candidate.

-Annual Thesis Poster presentation- Last year students prepared a poster that highlighted the research project they completed. It was an opportunity for students to share the knowledge they gained and to give them a professional opportunity. A group of judges that included our dean, Henri Berube PFP and the principal of Lakeshore campus selected the best group project and best paper. We are looking for a judge from this group to help out this April 2013. Please email Jeanine.webber@humber.ca if interested.

-In June we congratulated our first graduating class. There were a total of 33 graduating students and a number are already hired in the field. We have a grad in the London police force, one who is in the final stages of a background check with London and Peel Regional police, security of Internet sites, Elizabeth Fry Society, residential worker at boarding school in Germany, private security, Correctional Services of Canada Out West, Youth Service Officer at Roy Mcmurtry, and we have students working with Art Lockart developing a youth justice committee to deal with hate crimes. A lot of students have said the placement experience gave them the edge.

-Ron Stansfield- Did any of our grads apply to masters programs? An idea might be to pick top students and pay for them to apply to Master's program to get a baseline.

-Key Performance Indicator (KPI) – Done at all colleges across Ontario. The results are public. It provides prospective students and administrators with information about areas of concern and what is working well. We have received good feedback- gender split is 49% female, 51% male, 42% of students are under 21. 40% of students have a college diploma, 13% have college or university credits, 73% indicated they are satisfied with the program, 81% feel the program is giving them the knowledge and skills that will be useful in future career.

-382 students are enrolled this year. The program is continuing to grow. Faculty growing too –Christine Mckenzie new to the team and is our community development expert.

-Help survey results – 88 of 114 first year students completed it. 40% are first generation students (first to take post-secondary education), 3% are self-disclosing as aboriginal. 41% travel 1.5 hours a week to school, 9% travel 11-15 hours a week to get to school, 8% are working more than 25 hours a week, 83% believe they enrolled in the right program, 82% are certain they will be successful in their studies.

-Nov 06- Police Chief Gala dinner- Two of our students were invited.

<p>-Nov 07- Half day symposium with Office Independent Police Review- what would you do, why? why not? Very Good discussion.</p> <p>-Nov 08 -Awards night- A number of our students received awards with some receiving 2 awards</p> <p>-Nov 10 – Open House – we had lots of inquiries about the program</p> <p>-Nov 20- Eight CJ students volunteered for an outreach event- Students re-enacted a case from police investigation to court room for at risk students in grades 5-12. The students are part of the afterschool program operated by St. Leonard’s Society of Toronto. They were able to show the students a little about what you can do in college and university.</p>
<p>5. Review of 3 courses</p>
<p>a. LAW 153 – Criminal Law & Procedure – Michael Gamble (suggestions)</p>
<p>- (Hand out of course outline) - Mock court is a very effective platform for learning, getting grilled in cross examination, taking part being jurors (watching and evaluating students at the same time), the effect of the surroundings is remarkable on how it changes the student’s perspective. It is time to integrate this into the degree program. We need to adapt it into a more flexible structure. I hoping to accomplish and integrate this in January. The methods of evaluation will change- 50% will go to trial assignment, and the other marks will go towards standard testing (mid-term and final).</p> <p>-There are a lot of challenges associated with this, but it is a goal they can attain. It is manageable for students</p> <p>-Text book- so far suspended.</p> <p>-Course objective/goals will not change, just the teaching platform.</p> <p>-Frank Trovato- This experience really makes a world of difference. Experiential learning, combining theory with practice, rounds off the learning, and allows you to test your learning and test yourself.</p>
<p>b. MGT 440 – Management in the Criminal Justice System – Frank Trovato</p>
<p>-4th year senior level course- examines management and criminal theory. Provides the theory and knowledge they need to know to work in many different organizations. Focuses on decision making and managing change in organizations. Suggested text is at a difficult level, it’s not easy to read, but there isn’t that much available in Canadian content right now so we will still use it. I am searching for something more relevant.</p> <p>-Leadership portfolio – self-reflection piece. I expect students to start thinking about this from the beginning: what is your experience, leadership style, test themselves and bring it all together. Feedback from students: We have never thought this much detail about ourselves. This is a summary of my skills, strengths, weaknesses and experience</p> <p>-I invite guest speakers to give students a real life look at what things are like in organizations</p> <p>-Robert Lunney- Self-knowledge is very important. It’s invaluable. Everyone has to do it if you intend to be successful. It might prevent some of the career crises we encounter. The portfolio is something you can hold onto and reflect on it in a few years.</p>
<p>c. CRIM 453 – Social Policy Issues and the Criminal Justice System – Greg McElligott</p>
<p>-Course was offered for the first time last year. I found that covering both angles was a bit tricky. There was</p>

an overabundance of things to do so we divided it into two. First part is lecture and addresses the social policy and the other half is a simulation proposal of change to social policy. The students who presented earlier were unsophisticated but by the end of it, the presentations were more successful. Class this year is now 60 people, so we need to expand the roles, work in some consideration of agenda setting, and I want to link the material in this course to the thesis course CRIM452.

- Eliminated text book, all readings online. Available on blackboard. Course material starts out with inequality, history of crime, policy process, welfare policy compared to criminal justice policy, added a new thing on how this translates to the street, talk about occupy movement as an attempt to solve some of these problems.

-There used to be an essay in this course- instead they will do individual policy briefs which is a legitimate skill they can use.

6. Other Business

-Jeanine –we are adding in professionalism and civility into curriculum. In the professional development courses.

-David MacDonald- recent grad – very good program, interaction is good, need to have the practical experience.

-Julie Pagliaro- Schizophrenia society- Is there anyone coming in to talk about mental health? Or Mental health courts? Mental Health issues are woven throughout the program and can be found in the counseling course, community corrections courses, conflict management, psychology, addictions and impulse control.

-Lucy Hume- Correctional Services of Canada- there are placement opportunities in mental health courts, drug treatment board, youth mental health court that we can look into.

APPENDIX III A – KEY PERFORMANCE INDICATORS

Q14 Overall your program is giving you knowledge and skills that will be useful in your future career

Year	Satisfied/Very Satisfied				Dissatisfied/Very Dissatisfied				Number of Responses
	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	
2013	79.2%	86.0%	-6.7%	yes	6.6%	3.8%	2.8%	yes	226
2012	80.6%	86.0%	-5.4%	yes	8.1%	4.1%	3.9%	yes	211
2011	91.7%	87.8%	3.9%	no	1.9%	3.5%	-1.6%	no	108
2010	87.5%	87.4%	0.1%	no	2.8%	4.7%	-1.9%	no	72
2009	#N/A	87.1%	#N/A	#N/A	#N/A	3.6%	#N/A	#N/A	#N/A

Q26 Overall quality of the learning experiences in this program

Year	Satisfied/Very Satisfied				Dissatisfied/Very Dissatisfied				Number of Responses
	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	
2013	74.3%	78.4%	-4.1%	no	8.4%	5.4%	3.0%	yes	226
2012	73.9%	78.2%	-4.3%	no	6.6%	5.8%	0.8%	no	211
2011	82.4%	79.3%	3.1%	no	2.8%	5.0%	-2.2%	no	108
2010	83.3%	79.0%	4.3%	no	2.8%	6.2%	-3.5%	no	72
2009	#N/A	77.9%	#N/A	#N/A	#N/A	3.6%	#N/A	#N/A	#N/A

Q44 Overall quality of the facilities/resources in the college

Year	Satisfied/Very Satisfied				Dissatisfied/Very Dissatisfied				Number of Responses
	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	
2013	63.3%	66.2%	-2.9%	no	9.7%	10.4%	-0.7%	no	226
2012	69.7%	64.7%	5.0%	no	9.0%	11.0%	-2.0%	no	211
2011	67.6%	62.0%	5.6%	no	11.1%	13.8%	-2.7%	no	108
2010	63.9%	64.9%	-1.0%	no	9.7%	13.3%	-3.5%	no	72
2009	#N/A	64.9%	#N/A	#N/A	#N/A	11.7%	#N/A	#N/A	#N/A

Q45 Overall quality of the service in the college

Year	Satisfied/Very Satisfied				Dissatisfied/Very Dissatisfied				Number of Responses
	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	Program: Bachelor of Applied Arts (Criminal Justice)	Credential: BACCALAUREATE DEGREE	Difference (%)	Significance	
2013	65.0%	63.5%	1.6%	no	11.1%	9.9%	1.2%	no	226
2012	67.8%	62.1%	5.6%	no	6.2%	10.7%	-4.5%	yes	211
2011	70.4%	60.4%	9.9%	yes	8.3%	12.4%	-4.1%	no	108
2010	66.7%	63.4%	3.3%	no	8.3%	11.0%	-2.6%	no	72
2009	#N/A	62.8%	#N/A	#N/A	#N/A	10.8%	#N/A	#N/A	#N/A

APPENDIX IV - ANNUAL PROGRAM QUALITY ASSURANCE CHECKLISTS

Humber -- Program Quality Assessment ANNUAL Checklist 2011 (completion by June 15th⁵)

School: School of Social and Community Services
Program Name: BAA (Criminal Justice)

Category	Y es	No	Comments/Action Items/Follow-Up
Have course outlines been reviewed, revised and signed off?	x		Reviewed by the Associate Dean in May/June 2011.
Number of times Program Advisory committee met this year? Dates?	2		November 16, 2010 June 10, 2011
Did the program meet its enrollment target?	x		Program met all targets and is on target for two sections in Fall 2011.
Has the program budget covered expenses associated with the program?	x		Budget covered all expenses.
Has a program map review been conducted?	x		This is an ongoing activity and was completed during a three-day retreat in May, 2011.
Are there concerns from KPI data? Follow-up?	x		The KPI data was analyzed and strategies were identified on both school and program levels.
Are there concerns from SFQ data? Follow-up?		x	There was follow up with specific faculty as required by the Dean and the Associate Dean.
Confirm action been taken to address concerns from KPIs and/or SFQs?	x		As above.
Are there specific program accomplishments (awards, publications, etc.)?		x	
Are there any changes re: legislation/accreditation etc. for this program?		x	The program curriculum is reviewed on a regular basis to reflect changes. There are only minor revisions required at this time.
Have facilities/equipment needs been identified?	x		Fitness equipment for correctional officers was purchased to allow students to prepare for entrance testing.
Does the program have new directions/goals for the following year?	x		Students are entering year four for the first time in this program. The program is preparing for the first graduating class.
Has the program reviewed student opinions or concerns?	x		The program coordinator created a number of opportunities to meet with students throughout the year.
What activities took place to hear/address student opinions or concerns?	The Associate Dean visited several classrooms. The Dean and the Associate Dean met with students individually and in small groups throughout the year.		

Signed by _____
Program Coordinator **Associate Dean /Dean** **Date**

One copy to be kept in School Records
One copy to be forwarded to Vice President Academic

Humber -- Program Quality Assessment ANNUAL Checklist 2012

School of Social and Community Services Program: Criminal Justice Degree

Category	Y es	No	Comments/Action Items/Follow-Up
Have course outlines been reviewed, revised and signed off?	x		Signed off by Dean and Associate Dean.
Number of times Program Advisory committee met this year? Dates?		1	September 23, 2011
Did the program meet its enrollment target?	x		Enrollment targets were met - the target included an additional section.
Has the program budget covered expenses associated with the program?	x		Yes, budget was met.
Has a program map review been conducted?	x		This was reviewed in the May/June period with the Program Coordinator.
Are there concerns from KPI data? Follow-up?	x		KPI strategies related to retention and graduation rate are being implemented.
Are there concerns from SFQ data? Follow-up?	x		Issues with part-time faculty were addressed.
Confirm action been taken to address concerns from KPIs and/or SFQs?	x		Individual faculty are being targeted, as above.
Are there specific program accomplishments (awards, publications, etc.)?		x	
Are there any changes re: legislation/accreditation etc. for this program?		x	
Have facilities/equipment needs been identified?	x		Additional software and databases were requested and will be purchased.
Does the program have new directions/goals for the following year?	x		There are a number of initiatives in place to address student scholarship. In addition, we are addressing some curriculum changes and breadth course additions as we prepare for the consent renewal process.
Has the program reviewed student opinions or concerns?	x		The P/C engages in regular meetings with the students to address program issues.
What activities took place to hear/address student opinions or concerns?			The Dean and Associate Dean engaged students in a focus group.

Signed by _____

Program Coordinator

Associate Dean /Dean

Date

Humber -- Program Quality Assessment ANNUAL Checklist 2013
School of Social and Community Services
Program: Criminal Justice Degree

Category	Y es	No	Comments/Action Items/Follow-Up
Have course outlines been reviewed, revised and signed off?	x		Signed off by Dean and Associate Dean.
Number of times Program Advisory committee met this year? Dates?	2		November 21, 2012, June 5, 2013
Did the program meet its enrollment target?	x		Enrollment targets were met.
Has the program budget covered expenses associated with the program?	x		Yes, budget was met.
Has a program map review been conducted?	x		This was reviewed in the May/June period with the Program Coordinator.
Are there concerns from KPI data? Follow-up?	x		KPI strategies related to retention and graduation rate are being implemented.
Are there concerns from SFQ data? Follow-up?	x		Issues with part-time faculty were addressed.
Confirm action been taken to address concerns from KPIs and/or SFQs?	x		Individual faculty are being targeted, as above.
Are there specific program accomplishments (awards, publications, etc.)?			There are 5 research projects currently underway.
Are there any changes re: legislation/accreditation etc. for this program?		x	
Have facilities/equipment needs been identified?	x		A simulator is being purchased to meet the needs of the program.
Does the program have new directions/goals for the following year?	x		We are addressing some curriculum changes and breadth course additions as we prepare for the consent renewal process.
Has the program reviewed student opinions or concerns?	x		The P/C engages in regular meetings with the students to address program issues.
What activities took place to hear/address student opinions or concerns?			The Dean and Associate Dean met with Criminal Justice Degree students on several occasions to discuss the program with a view to improving the quality of their experience at Humber.

Signed by _____
Program Coordinator **Associate Dean /Dean** **Date**

3.2 CV's of Program Evaluation Committee Members

Dr. Paul R. Griffin

*PhD, MBA, CPA, CMA, CGA, CFP,
FCSI, CIWM, FMA, FLMI, CLU, CHFC, RHU
CFSB, EPC, PGDip, AGDM, ACS, AIAA*

EDUCATION

<i>PhD</i>	<u>University of Bradford – School of Management (UK)</u>
<i>MBA</i>	Master of Business Administration -- <u>Athabasca University (2000)</u>
<i>CPA</i>	Chartered Professional Accountant – <u>CPA Ontario 2014</u>
<i>CMA</i>	Certified Management Accountant - - <u>Society of Mgmt. Accountants 2006</u>
<i>CGA</i>	Certified General Accountant - - <u>CGA Ontario 2011</u>
<i>CFP</i>	Certified Financial Planner – <u>Financial Planners Standards Council</u>
<i>CLU</i>	Chartered Life Underwriter – <u>CAIFA</u>
<i>CHFC</i>	Chartered Financial Consultant -- <u>CAIFA</u>
<i>CFSB</i>	Chartered Financial Services Broker -- <u>Financial Services Brokers Assoc.</u>
<i>CIWM</i>	Certified International Wealth Manager - - <u>CSI</u>
<i>FCSI</i>	Fellow, Canadian Securities Institute -- <u>CSI</u>
<i>FLMI</i>	Fellow, Life Management Institute -- <u>LOMA</u>
<i>FMA</i>	Financial Management Advisor -- <u>CSI</u>
<i>RHU</i>	Registered Health Underwriter -- <u>CAIFA</u>
<i>AGDM</i>	Advanced Graduate Diploma in Management – <u>Athabasca University</u>
<i>ACS</i>	Associate, Customer Service -- <u>LOMA</u>
<i>AIAA</i>	Associate, Insurance Agency Administration -- <u>LOMA</u>
<i>EPC</i>	Elder Planning Counselor
<i>PGDip</i>	Post Graduate Diploma in Research Methods - - <u>University of Bradford</u>

Additional Courses and Programs:

Licensing Courses; *Canadian Securities Course (CSC); Partners, Directors and Officers (PDO); Investment Funds (IFIC); Mortgage Brokers; Life Insurance Agents*
Various other training programs and courses

PUBLISHED ACADEMIC WORK

Textbook: *Operations Management* (2013), Pearson Publishing

Refereed Paper: *Implementing Computer-Telephone Integration Technology in Life Insurance Sales*; Co-authored with Dr. Peter Carr, 1999, contained in the Proceedings of the Service Operations Management Association International Conference, August 1999, Massachusetts, USA

CURRENT & ONGOING CONSULTING ASSIGNMENTS

Canadian Institute of Financial Planning (CIFP) - - course development
Inventive Financial Sector Education (IFSE) - - course development & instructing
Benson Kearley Financial Services - - risk management & employee benefits consulting

Insurance Institute of Canada - - writing of a bi-monthly ethics article
Insurance Institute of Canada - - teaching FCIP capstone Leadership course

EXPERT WITNESS

Provided written and oral testimony to the Superior Court of Ontario regarding matters related to financial matters, securities and insurance. Accepted and declared by the court as an 'expert' in these fields, and have been requested to provide opinions in matters before the court.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Canadian Institute of Financial Planners – *Chair--Education Committee & Director*
Retirement Planning Institute – *Chair – Board of Regents*
Financial Services Commission of Ontario (FSCO) - *Advisory Board Member*
Insurance Institute of Canada – *Ethics Advisory Board*
Mutual Fund Dealers Association (MFDA) – *Past Regional Council Representative*
Investment Funds Institute of Canada (IFIC) – *Past Chair of the Education Committee*
Academy of Fellows, Canadian Securities Institute
Society of Certified Management Accountants of Ontario
Certified General Accountants of Ontario
Independent Financial Brokers Association of Canada

EMPLOYMENT EXPERIENCE

January 2000 – Present: HUMBER COLLEGE
Associate Dean, Business Degrees (Current)
Past Professor, Finance & Management

Responsible for success and administration of Business Degree programming
Formerly provided instruction and teaching of various courses including *Corporate Finance, Canadian Securities Course, Financial Planning, Global Business, Services Marketing, Management Accounting, Operations Management*
Recipient of the 'Award of Excellence' for 'Outstanding Academic Contribution'
Active in new course and program development

January 2010 – Present: UNIVERSITY OF WATERLOO
Instructor (Part-time) - - Professional Development

Course development & teaching of marketing course (November 2010)

January 2008 – Present: SENECA COLLEGE
Instructor (Part-time) - - Centre for Financial Services

Providing instruction and teaching of the *Investment Funds in Canada* course

Nov. 1999 to Sept. 2007: **ING CANADA – ING WEALTH MANAGEMENT INC.**
 National Director, Operations & Compliance

Responsible for directing the operations of the organization's *Integrated Financial Services* platform
Created financial planning programs and systems and provided guidance to Financial Advisors with financial plans for clients
Developed and implemented programs, initiatives and systems in pursuit of corporate goals, performance improvement and risk mitigation
Recruited, developed, mentored and trained staff members and Financial Advisors
Directed the financial and operational compliance functions including the development and maintenance of policies and procedures
Established and maintained relationships with various contacts (including regulatory bodies, professional associations, suppliers, customers, educational institutions, etc.)
Served as the divisional/departmental comptroller, including the creation of financial and non-financial reporting regimens and ongoing analysis
Created, developed and implemented marketing and sales programs

Sept. 1996 – Nov. 1999 **CIBC LIFE INSURANCE COMPANY**
 National Manager, Sales and Service

Responsible for a staff of 98 individuals (6 teams), including recruitment, training, and development
Managed an operation engaged in the marketing and sales of Life, Auto, Home and Group Insurance
Developed and delivered training programs, budgets, financial systems and controls, policies and procedures in furtherance of company and departmental objectives
Received back-to-back *Quarterly Team Leadership Awards*, nominated by over forty peers, superiors and subordinates

Feb. 1989 – Sept. 1996 **ARMACO CAPITAL & CROWN LIFE INSURANCE**
 Senior Advisor and Manager

Created and implemented an integrated financial services platform, including financial planning, life insurance, investments, and credit products
Established and maintained key contacts in various related fields
Provided on-site training, group seminars and presentations in order to disseminate information regarding the product and service offering

May 1979 – Feb. 1989 **BELL CANADA**
 Marketing Manager

Involved in the design and implementation of call-centre technology, helping users to set benchmarks for performance standards and customer service levels
Responsible for the marketing of various services available to the business community
Oversaw the training and supervision of a sales force, provided product knowledge, technical support and soft skills training

Presented with awards for innovation and creativity for revenue generating and cost-saving initiatives

OTHER INTERESTS

Level 4 Nationally Certified Hockey Coach (AAA-Major Level experienced)

Silver Medalist at 'All-Ontario Finals' as Head Coach of *Young Nationals Hockey Club*

Past Director of local residents' association and *Neighborhood Watch*

Active in volunteer community work, including committee work with a non-profit and charitable organization, coaching soccer & baseball

FACULTY

CURRICULUM VITAE



NAME: WILLIAM L. O'GRADY

DEPARTMENT: SOCIOLOGY AND ANTHROPOLOGY

1. EDUCATION AND DEGREES:

Year Granted	Degree	Program / University	Dates Attended
1993	PhD	Sociology, University of	1986-1992
1984	M.A.	Sociology, Carleton University	1982-1984
1982	B.A. Honours	Sociology, Carleton University	1978-1982

2. EMPLOYMENT HISTORY:

Dates	Rank/Position	Department / Institution
2010-present	Professor	Sociology and Anthropology, University of Guelph
2000-2009	Associate Professor	Sociology and Anthropology, University of Guelph
1997-2000	Assistant Professor	Sociology and Anthropology, University of Guelph
1993-1996	Sessional Appointment	Department of Sociology, University of
1984-1986	Pre-Doctoral Fellow	Institute of Social and Economic Research, Memorial University of Newfoundland

3. SCHOLARLY HONOURS AND AWARDS:

Keynote speaker at *Justice, Crime and Deviance Graduate Conference*, Wilfred Laurier University, April 26, 2014.

Justice for Children and Youth, Street Youth Legal Services (SYLS) 2011 Advocate Award.

Adjunct Professor, Department of Sociology, University of Waterloo, status only.

4. TEACHING:

a) Advisory and Committee Work, by level:

LEVEL	ADVISOR		COMMITTEE MEMBERSHIP	
	# COMPLETED	# ONGOING	# COMPLETED	# ONGOING
Doctoral	1 (co-advisor)	3	3	3
Masters	28	4	16	5
Undergraduate	21 (theses)			

b) Courses Taught, by level:

LEVEL	TITLE OF COURSE	NUMBER OF TIMES TAUGHT
Graduate	CCJP 6300 Research Methods in Criminal Justice	5
	SOC 6350 Society, Crime and Control	6
	Soc 6112 Research Methods	3
Undergraduate	SOC 1500 Crime and Criminal Justice	7
	SOC 3490 Law and Society	2
	SOC 2070 Social Deviance	3
	SOC 4030 Advanced Topics in Criminology	10
	SOC 4200 Advanced Topics in Criminal Justice	5
	SOC 3710 Young Offenders	6
	SOC 2120 Research Methods	2
	SOC 4740 Seminar in Sociology	1

c) Other Graduate-related Activities:

- Supervised 14 graduate Reading Courses
- Developed two new graduate courses: CCCP 6300 (Research Methods in Criminal Justice) and SOC 6350 (Society, Crime and Control).
- In 2006 (with Troy Riddell from Political Science) prepared an OCGS proposal for a new Master's program in Criminology and Criminal Justice Policy. The program received OCGS approval in March 2007. Entry into the program is extremely competitive as over 75 students apply for admission into the program and about 12 are admitted annually.

5. RESEARCH AND SCHOLARSHIP:

a) EXTERNAL RESEARCH FUNDING RECEIVED:

Time Period of Award	Source	Type	Project PI	Role (if not PI)	Total Amount
2013-2021	SSHRC	Partnership		Co-Investigator	\$2,502, 967
2012-15	SSHRC	Partnership Development Grant	PI		\$198,600
2009	Justice for Children and Youth, Toronto, Ontario	Research Grant	Co-PI		\$25,000
2008-2011	SHRCC	Cluster		Co-investigator	\$2, 097, 039
2004	HRDC (Federal)	Conference Grant		Co-investigator	\$225,000
2004	HRDC (Provincial)	Conference Grant		Co-investigator	\$45,000
2004	City of Toronto	Conference Grant		Co-investigator	\$15,000
2004	Ontario Mental Health Association	Conference Grant		Co-investigator	\$25,000
2004	Wellesley Foundation	Conference Grant		Co-investigator	\$15,0000
2001	Ontario Tobacco Research Unit	Investigator Award	Co-PI		\$8,000
1998	Health Canada	Pilot Grant		Co-investigator	\$5,000

1989 & 1990	SSHRC/ISER ¹	Doctoral Fellowship while at the U of Toronto	PI		\$24,000 (over 2 years)
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b) INTERNAL RESEARCH FUNDING RECEIVED:

¹ Denotes: Institute of Social and Economic Research, Memorial University of Newfoundland

Time Period of Award	Source	Type	Role	Total Amount
2005	SSHRC, Office of Research	Internal	Conference Grant	\$5,000
2004	SSHRC	Internal	Travel Grant	\$700
2002	SSHRC	Internal	Travel Grant	\$875
1999	SSHRC	Internal	Research Grant	\$3,000
1998	SSHRC	Internal	Travel Grant	\$1,200
1997	Department of Sociology, U of Guelph	Internal	Start up research	\$3,000

c) PUBLICATIONS AND SCHOLARLY ACTIVITY:

i. **Refereed Publications: Scholarly Books: Authored and Co-Authored**

2014 O’Grady, William. *Crime in Canadian Context: debates and controversies*. Toronto: Oxford University Press (3rd Edition). 270 pages.

2013 Gaetz, Stephen; O’Grady, Bill; Buccieri, Kristy; Karabanow, Jeff; & Marsolais, Allyson (Eds.), *Youth Homelessness in Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.

2011 O’Grady, William. *Crime in Canadian Context: debates and controversies*. 2nd Edition. Toronto: Oxford University Press. 262 pages.

2007 O’Grady, William. *Crime in Canadian Context: debates and controversies*. Toronto: Oxford University Press. 221 pages.

2000 Leyton, Elliott, William O’Grady and James Overton. *Violence and Public Anxiety A Canadian Case*. St. John’s: ISER. (2nd Edition)

1992 Leyton, Elliott, William O’Grady and James Overton. *Violence and Public*

Anxiety A Canadian Case. St. John's: ISER.

Chapters in Books

2014 O'Grady, Bill "A Comparative Analysis of Homicide in Canada and the United States" in Agger, Ben and Tim Luke (Eds.) *Gun Violence and Public Life*. Boulder: Paradigm Publishers. 250 pages.

2014 O'Grady, Bill "Property Crime" in Neil Boyd (Ed.) *Understanding Crime in Canada: an introduction to criminology*. Toronto: Edmond Montgomery Publications.

2013 Gaetz, S and B. O'Grady "Why Don't You Just Get a Job? Homeless Youth, Social Exclusion and Employment Training," in Gaetz, Stephen; O'Grady, Bill; Buccieri, Kristy; Karabanow, Jeff; & Marsolais, Allyson (Eds.), *Youth Homelessness in Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.243-269.

2013 O'Grady, Bill , Stephen Gaetz, Kristy Buccieri Policing Street Youth in Toronto in Gaetz, Stephen; O'Grady, Bill; Buccieri, Kristy; Karabanow, Jeff; & Marsolais, Allyson (Eds.), *Youth Homelessness in Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.335-353.

2011 O'Grady, Bill. "Crime, Fear and Risk" in Ksenych, Ed (Editor) *Exploring Deviance in Canada*. Toronto: Oxford University Press. REPRINT from O'Grady, William (2011) *Crime in Canadian Context: debates and controversies*. Toronto: Oxford University Press.

2009 Bill O'Grady and Stephen Gaetz. "Street Survival: A Gendered Analysis of Youth Homelessness in Toronto." In: Hulchanski, J. David; Campsie, Philippa; Chau, Shirley; Hwang, Stephen; Paradis, Emily (eds.) *Finding Home: Policy Options for Addressing Homelessness in Canada* (e-book), Chapter 3.4. Toronto: Cities Centre, University of Toronto. www.homelesshub.ca/FindingHome A version of this paper was originally published in the *Journal of Youth Studies*, 2004.

2009 Stephen Gaetz and Bill O'Grady. "Homelessness, Incarceration, and the Challenge of Effective Discharge Planning: A Canadian Case." In: Hulchanski, J. David; Campsie, Philippa; Chau, Shirley; Hwang, Stephen; Paradis, Emily (eds.) *Finding Home: Policy Options for Addressing Homelessness in Canada* (e-book), Chapter 7.3. Toronto: Cities Centre, University of Toronto. www.homelesshub.ca/FindingHome This paper is a condensed version of a report prepared for the John Howard Society in 2006.

2002 O'Grady, Bill and Robert Bright "Squeezed to the Point of Exclusion: a case study of Toronto squeegee cleaners," in J. Hermer and J. Mosher (eds.) *The New Vagrancy: Essays on the Ontario Safe Streets Act*, Halifax: Fernwood Press.

1995 O'Grady, Bill "Coming of Age on the Edge: Youth Unemployment on the Great Northern Peninsula of Newfoundland," in L. Felt and P. Sinclair (eds.) *Living on the Edge*. St. John's: ISER

1994 Davies, Scott, Clayton Mosher and Bill O'Grady. "Trends in Labour Market Outcomes of Canadian Post-Secondary Graduates, 1978-1988," in L. Erwin and D. MacLennan (eds.) *The Sociology of Education in Canada*. Toronto: Copp-Clarke.

1992 O'Grady, Bill. "Crime, Violence and Victimization: A Newfoundland Case," in R. Silverman, J. Teevan and V. Sacco, *Crime in Canadian Society*. (4th Ed.) Toronto: Butterworths. Originally published in the *Canadian Criminology Forum*. Vol. 10, pp. 1-16.

Papers in Refereed Journals

2013 O'Grady, William, Steve Gaetz and Kristy Buccieri. "Tickets...and More Tickets: a case study of the enforcement of the Ontario Safe Streets Act." *Canadian Public Policy*, 39 (4). Pp. 541-557.

2013 Lem, Michelle, Jason Coe, Derek Haley, Elizabeth Stone and Bill O'Grady "Youth services professional's perceptions of the effects of pet ownership among street-involved youth." *Journal of Sociology and Social Welfare*. XI (4). Pp 285-304.

2010 O'Grady, William and Patrick Parnaby, "Guns, Gangs and the Underclass: a constructionist analysis of a school shooting in Toronto," *Canadian Journal of Criminology and Criminal Justice*. 52 (1). Pp. 55-78.

2006 Keenan, Caroline, Vicky Maldonado and Bill O'Grady, "Working the Streets: an international comparative analysis of income generation amongst street youth," *Canadian Review of Social Policy* No. 58. Pp. 25-42.

2004 Byers, Lisa, Ken Menzies and Bill O'Grady, "The Impact of Computer Variables on the Viewing and Sending Sexually Explicit Material on the Internet: Testing Cooper's Triple-A- Engine," *Canadian Journal of Human Sexuality*, Vol. 13 (3-4) Pp. 157-169.

2004 Bill O'Grady and Stephen Gaetz "Homelessness, Gender and Subsistence: the case of Toronto Street Youth," *Journal of Youth Studies*, Vol. 7 (4) pp. 397-416.

2003 Bill O'Grady and Carolyn Greene "A Social and Economic Impact Study of the Ontario Safe Streets Act on Toronto Squeegee Cleaners," *Online Journal of Justice Studies* Vol.1 (1).

2002 Steve Gaetz and Bill O'Grady "Making Money: Exploring the Economy of Young Homeless Workers," *Work, Employment and Society (A Journal of the British Sociological Association)* Vol. 16. (3) Pp. 433-456.

2000 O'Grady, B., M. Asbridge and Tom Abernathy. "Illegal Tobacco Sales to Minors: A View From Rational Choice Theory," *The Canadian Journal of Criminology*. 42 (1) Pp. 1-20.

1999 O'Grady, Bill, Mark Asbridge and Tom Abernathy." Factors Predicting Illegal Sales of Tobacco Products to Minors," *Tobacco Control_ (British Medical Journal)* 8: Pp. 301-305.

1999 Tanner, Julian, Scott Davies and Bill O'Grady, "Whatever Happened to Yesterdays Rebels? Longitudinal Effects of Youth Delinquency on Education and Employment," *Social Problems*. Vol. 47, No. 2.Pp. 250-274

1998 O'Grady, Bill, Robert Bright and Eric Cohen. "Sub-employment and street youths: an analysis of the impact of squeegee cleaning on homeless youth," *Elsevier, Security Journal*. Vol. 10, (4).Pp. 315-23.

1998 Abernathy, Tom , Bill O'Grady and Steve Dukeshire. "Exposure to ETS in Public Places: An Exploratory Study," *Canadian Journal of Public Health* Volume 89, No. 1. Pp. 33-34.

1996 O'Grady, Bill. "Psychological Health and Youth Unemployment in Rural Canada: A Case for Generation X ?" *British Journal of Education and Work*. Vol. 9 (2).Pp. 30-46.

1996 Davies, Scott, Clayton Mosher and Bill O'Grady. "Educating Women: Gender Inequalities Among Canadian University Graduates," *Canadian Review of Sociology and Anthropology*. 33 (2). Pp. 125-140.

1994 O'Grady, Bill "Testing the Water: Unemployed Youth and the Enterprise Culture in Newfoundland," *Canadian Review of Social Policy* No. 31, Pp. 3-18.

1992 Tanner, Julian, Scott Davies and Bill O'Grady. "Immanence Changes Everything: A Critical Commentary on Labour Process Theory and Class Consciousness," *Sociology* 26 (3). Pp. 439-454.

1989 O'Grady, Bill. "Crime Violence and Victimization: A Newfoundland Case," *Canadian Criminology Forum_* Vol. 10, pp. 1-16.

Papers in Refereed Working Papers

2001 O'Grady, Bill, Robert, M., Abernathy, T. "A Case Study of Tobacco Control Officers' Encounters with Tobacco Merchants," *Ontario Tobacco Research Unit Working Paper Series*. #66 Toronto.

1997 Asbridge, Mark, Bill O'Grady and Tom Abernathy "Municipal Anti-Smoking Laws in Ontario: A review of the Legislation," *Ontario Tobacco Research Unit Working Paper Series*. # 29. Toronto.

1997 O'Grady, Bill, Mark Asbridge and Tom Abernathy. "An Analysis of Illegal Tobacco Sales to Youth in Ontario," *Ontario Tobacco Research Unit Working Paper Series*. # 24, Toronto.

1997 Abernathy, Tom, Bill O'Grady and Steve Dukeshire "The Effect of Anti-Smoking Legislation for Reducing Exposure to Environmental Tobacco Smoke." *Ontario Tobacco Research Unit, Working Paper Series* # 21, Toronto.

1996 Abernathy, Tom and Bill O'Grady. "Exposure to ETS in Public Places: An Exploratory Study," *Ontario Tobacco Research Unit Working Papers Series*. #. 16. Toronto.

Papers in Refereed Conference Proceedings

1992 O'Grady, Bill. "Family Violence and Policing in Newfoundland and Labrador," in *Violence and Social Control: Selected Papers of 1991 meeting of the Atlantic Association of Sociologists and Anthropologists*. St. John's: ISER.

1989 O'Grady, Bill. "Views of Youth Unemployment: A Community Study," in the *Proceeding of the 25th Anniversary of the Atlantic Association of Criminologists and Anthropologists*. Saint John, New Brunswick.

ii. Non-Refereed Publications

Major invited contributions and/or technical reports, government reports, consulting reports, submissions to Government Commissions, Community Engaged Scholarship etc.

2014 Aloisio, Becky., Lafleur, Ryan., & O'Grady, Bill., Inmate Re-integration: Current Practices, Challenges and Explanations. *The Homelesshub*. 120 pages.

2011 O’Grady, Bill, Stephen Gaetz and Kristy Buccieri. “Can I see your ID? The Policing of Homeless Youth in Toronto”. *The Homeless Hub Report_Series #5*. 93 pages.

2010 Gaetz, Stephen; O’Grady, Bill; Buccieri, Kristy “Surviving Crime and Violence Street Youth and Victimization in Toronto.” (Toronto: JFCY & Homeless Hub).

2006 Stephen Gaetz and Bill O’Grady “The Missing Link: Discharge Planning, Incarceration and Homelessness,” *John Howard Society of Ontario*. 116 pages.

2004 Stephen Gaetz and Bill O’Grady “Work on the Streets,” in David Levinson (ed.) *Encyclopaedia of Homelessness*. Thousand Oaks: Sage.

1999 Gaetz, S., B. O’Grady and Brian Vaillancourt. “Making Money: *The Shout Clinic Report on Homeless Youth and Employment*.” Central Toronto Community Health Centres. 48 pages.

1998 O’Grady, Bill, “Adult Basic Education in Canada: Ontario Report.” Background report prepared for “Something to Think About: please think about this.” *Report on a National Study of Access to Adult Basic Education Programs and Services in Canada*.

1998 O’Grady, Bill “Ready or Not: Ontario Program Evaluation,” Ontario Implementation Committee, *Ready or Not*.

iii. Papers and/or posters presented at conferences

2013 Chaired Session at National Conference on Ending Homelessness. Ottawa, October 28-30.

2011 Presented: Street Youth and the Police. Faculty of Law, University of Girona, Girona, Spain. February 17th (Invited).

2011 Presented: Policing Urban Disorder in Canada. Faculty of Law, Pompeu Fabra University, Barcelona, Spain. February 25th (Invited)

2011 Panelist: Youth Homelessness and Legal Interventions: an international perspective. American Bar Association Annual Meeting Toronto, August 4th (Invited)

2011 Presented: The Criminalization of Homelessness. Ontario Public Health Association Meeting, October 5th Toronto. (Invited)

2011 Presented: Youth Homelessness in Canada. National Housing Research Conference (CMHC) November 7 Ottawa. (Invited)

2010 Panelist: Re-thinking Homelessness: Theoretical and Methodological Challenges. UQAM, Montreal, October 27 (Invited).

2009 Co-presented (with Patrick Parnaby) “Guns, Gangs and the Underclass: a constructionist analysis of a school shooting in Toronto,” Canadian Sociology Association Annual Meeting, Carleton University, May 29.

2009 Presented (invited speaker) “The Benefits of Pilot Testing Protocols in Research on Homeless Youth,” Researching Youth Conference: Methodologies, Ethics and Access, University of Toronto. March 28.

2008 Presented (with Steve Gaetz) “Homelessness and Incarceration,” Raising the Roof, Partners Solving Youth Homeless Conference, King Street Holiday Inn, Toronto, Ontario, November 18-20th.

2008 Chaired a session at the European Forum for Restorative Justice, Verona, Italy April 17-19th.

2007 Co-Presented with Steve Gaetz “Health among Toronto Street Youth: An Analysis of Immigrant and Non-Immigrant Youth,” International Sociological Association (Families and Health) University of Toronto, May 8-11.

2005 Co-Presented with Vicky Maldonado and Caroline Keenan “Street Work: an international comparative analysis of income generation among street youth in Toronto, Tanzania and Ecuador,” Canadian Sociology and Anthropology Association Annual Meeting, London, Ontario. June 2.

2005 Co-Presented with Vicky Maldonado and Carline Keenan “Working the Streets: an international comparative analysis of income generation among street youth,” Canadian Research Conference on Homelessness. York University. May 18.

2004 Presented (invited speaker) “Cigarette Use Among Homeless Youth in Toronto.” Centre for Behavioural Research and Program Evaluation . University of Waterloo, Waterloo, Ontario, February 11.

2003 Presented “Downtown: The Last Public Space.” Downtown 2020, City of Victoria (invited speaker). November 19, Victoria Conference Centre, Victoria, British Columbia.

2002 Presented “Gender, Marginal Work and Social Exclusion,” Modernizing Criminal Justice: The Sixth Biennial Conference: international perspectives on crime, law and order. June 19, London, England.

2002 Co-Presented with Steve Gaetz “Gender and Money Making Among Toronto Street Youth. Canadian Sociology and Anthropology Association Annual Meeting, University of Toronto, May 29.

2001 Presented "Marginal Youth, Economic Activity and Social Censure: the case of Toronto Squeegee Cleaners." Canadian Sociology and Anthropology Association Annual Meeting, Laval University, May 28.

2000 Presented "Patterns of Income Generation among Homeless Youth." The Fifth Biennial Conference on Crime, Justice and Public Order. University of Bologna, Italy. June 5-9.

1999 Presented with S. Gaetz "Making Money: Income Generating Strategies of Toronto Street Youth." American Society of Criminology Annual Meeting. Toronto, October.

1999 Presented: "Making Money: Income Generation Among Toronto Street Youth." Sociology at the Millennium. Wilfred Laurier University.

1998 Co-presented "What Ever Happened to Yesterday's Rebels?: Longitudinal Effects of Youth Delinquency on Education and Employment," Round Table Session, American Sociological Association Meetings, San Francisco, August 21-25 (with Julian Tanner and Scott Davies).

1998 Co-presented "What Ever Happened to Yesterday's Rebels?: Longitudinal Effects of Youth Delinquency on Education and Employment," Restructuring Work and the Life Course: An International Symposium, May 7-9, University of Toronto (with Julian Tanner and Scott Davies).

1998 Presented "Sub-employment and Street Youth: An Analysis of the Impact of Squeegee Cleaning on Homeless Youth," Forth Biennial Conference: International Perspectives on Crime, Justice and Public Order. Budapest, Hungary, June 21-26.

1998 Presented, Poster Session, "An Empirical Evaluation of Smoking By-laws in Ontario," Society on Research on Nicotine and Tobacco, New Orleans, Louisiana, March 26-28.

1998 Program Evaluation Report, "Ready or Not! Program Evaluation," Ontario Implementation Committee, Ready or Not!, Health Canada. Scadding Court Community Centre, Toronto, Ontario.

1996 Discussant for Industrial Sociology session, Canadian Sociology and Anthropology Annual Meeting, 3 June, Brock University, St. Catherines, Ontario.

1995 Co-Presented (with T. Abernathy) "Evaluating the Ontario Tobacco Control Act," Paper presented at the Annual Meeting of the Society for Nicotine and Tobacco Research, San Diego, California, March 24.

1995 Presented "A Baseline Study to Assess the Ontario Tobacco Control Act," Annual Meeting of the Ontario Tobacco Research Unit. Hotel Plaza II, Toronto, Ontario, May 15-16.

1993 Presented "Testing the Water: Unemployed Youth and the Enterprise Culture in Newfoundland," Annual Meeting of the Atlantic Association of Sociologists and Anthropologists, St. Frances Xavier University, March 12.

1992 presented "Youth Unemployment and Crime in Rural Newfoundland: A Test of Conventional Wisdom," Annual Meeting of the Atlantic Association of Sociologists and Anthropologists, St. Frances Xavier University, March 12.

1992 Presented "Work Ethics and Youth Unemployment: A Newfoundland Case," Atlantic Association of Sociologists and Anthropologists, Mount Saint Vincent University, Bedford, N.S. March 12-14.

1991 Presented (with Scott Davies and Clayton Mosher) "Exploring Trends in the Transition from Education to Employment of Canadian Post Secondary Graduates," Canadian Sociology and Anthropology 26th Annual Meeting, 1-4 June, Queen's University, Kingston, Ontario.

1991 Discussant for Youth Culture session, Canadian Sociology and Anthropology 26th Annual Meeting, 1-4 June, Queen's University, Kingston, Ontario.

1991 Discussant for Contemporary Empirical Approaches to Criminology session, Canadian Sociology and Anthropology 26th Annual Meeting, 1-4 June, Queen's University, Kingston, Ontario.

1991 Presented "Family Violence and Policing in Newfoundland and Labrador," Atlantic Association of Sociologists and Anthropologists, March 21-24, Memorial University, St. John's, Newfoundland.

1999 Presented "Views of Youth Unemployment: a community study," Atlantic Association of Sociologists and Anthropologists meetings in Saint John, New Brunswick, March, 23-25.

1990 Presented "Explaining Youth Unemployment," Canadian Association of Sociology and Anthropology meetings, Victoria B.C. May, 30.

1988 Presented "Crime, Violence and Victimization," Atlantic Association of Sociologists and Anthropologists, Saint Mary's University, Halifax, Nova Scotia, March, 11-13.

1986 Presented "Popular Anxiety and Violence in Newfoundland," Atlantic Association of Sociologists and Anthropologists, Acadia University, Wolfville, Nova Scotia, March 13-15.

iv. Others

Book Reviews

2014 O'Grady, Bill. *We Live in the Shadow: Inner City Kids Tell Their Stories Through Photographs* by Elaine Bell-Kaplan. Philadelphia: Temple University Press (2013) in *Criminal Law and Criminal Justice Books, Rutgers University*.

2012 O'Grady, Bill. *Street Kids: Homeless Youth, Outreach, and Policing New York's Streets* by Kristina E. Gibson New York: New York University Press (2011) in *Contemporary Sociology*. November (6) 813-814 (a Journal of the American Sociological Association).

2011 O'Grady, Bill. *Hobos, Hustlers and Backsliders: Homeless in San Francisco* by Teresa Gowan. Minneapolis: University of Minnesota Press (2010) in *Labour/le Travail*. Vol. 68. Pp. 212-213.

2008 O'Grady, Bill. *Out of Sight: Crime, youth and exclusion in modern Britain* by Robert McAuley. *Canadian Journal of Criminology and Criminal Justice*. Vol. 50 (1).

2004 O'Grady, Bill. *Responding to Youth Crime in Canada* by Anthony Doob and Carla Cesaroni. *Canadian Journal of Sociology Online*. November-December.

1998 O'Grady, Bill. *Mean Streets* by John Hagan and Bill McCarthy, *Canadian Public Policy*. Vol. 24:3.

1992 O'Grady, Bill. *It's a Working Man's Town: Male Working-Class Culture in North-western Ontario*, by Thomas Dunk. *Critical Sociology*. Vol. 19:3.

d) OTHER SCHOLARLY/PROFESSIONAL ACTIVITIES AND ACHIEVEMENTS:

Manuscript Reviews:

American Journal of Behavioural Science
Canadian Journal of Criminology and Criminal Justice
Canadian Journal of Communications
Canadian Public Policy
Canadian Review of Social Policy
Criminologie
Evaluation and Program Planning
European Journal of Criminology
Health and Place
Online Journal of Justice Studies
Prairie Forum Social
Problems Sociological
Forum
Women's Health and Urban Life

Grant Reviews

SSHRC Insight Grants (2)

SSHRC Standard Research Grants (2)

External Reviews and Assessments

PhD External Examiner, Faculty of Education, York University

External Reviewer for Promotion to Full Professor, University of the West Indies

External Reviewer for Tenure and promotion to Associate Professor, University of Windsor

External Assessor for Review of Applied Bachelor of Arts Program, Criminal Justice, Humber Institute of Technology

External Assessor of Proposal to Create Criminology Program, Ryerson University

**KIMBERLY N. VARMA, PHD (CRIMINOLOGY) DEPARTMENT OF
CRIMINOLOGY, RYERSON UNIVERSITY**

EDUCATION

- 2000 Doctor of Philosophy, Criminology, University of Toronto
Title: Exploring Age and Maturity in Youth Justice.
Thesis committee: Professor A.N. Doob (principal supervisor), Professor Mariana Valverde, Professor Kent Roach.
- 1994 Master of Arts, Criminology, University of Toronto.
Title: Welfare Fraud: An analysis of discretion in creating a case. Thesis supervisor: Professor A.N. Doob
- 1991 Bachelor of Arts, Honours Sociology. Wilfrid Laurier University.
Title: Conversation Closings: An ethnomethodological analysis of closings in ordinary and institutional conversations.
Thesis supervisor: Professor Stephen Hester

ACADEMIC POSITIONS

- 2012-present Chair and Associate Professor, Department of Criminology
- 2011-2012 sabbatical leave, September 2011-September 2012
- 2010-2011 Associate Professor, and Interim Chair, Department of Criminal Justice and Criminology (term ended June 30, 2011)
- 2008-2010 Associate Professor, Department of Criminal Justice and Criminology
- 2008-2009 maternity leave, Ryerson University
- 2005-2007 Assistant Professor (tenure stream), Department of Criminal Justice and Criminology, Ryerson University, Toronto.
- 2004-2005 maternity leave, Brock University
- 2000-2005 Assistant Professor (tenure stream), Brock University, St. Catharines.
- 1999-2000 Lecturer, Brock University, St. Catharines. (10 month contract)
- 1999 Instructor, Brock University, St. Catharines. (one half course)
- 1994 Instructor, Wilfrid Laurier University, Waterloo.
Sociology 201 - Introductory Criminology

RESEARCH CONSULTING ACTIVITIES:

- 2003 Research Consultant, Department of Justice, Canada –Ottawa ON.
Completed an evaluation of the John Howard Society (St. Catharines office) bail verification program for young offenders ages 12-15.
Budget: \$21,146.00
- 2000 Research Consultant, Department of Justice, Canada – Ottawa ON
Produced policy papers on current issues in youth justice (pre-trial detention and the use of front-end alternatives for youth) for training of judges in anticipation of the *Youth Criminal Justice Act*.
- 1996-1997 Researcher – Operation Springboard - Toronto ON.
Developed a public attitudes survey in collaboration with Operation Springboard along with team of researchers. Involved with the proposal and developmental stages of the questionnaire, and the presentation of findings on behalf of Operation Springboard.
- 1995 Researcher -University of Toronto - Toronto, ON.
Along with 2 other researchers, produced a report under contract from the Department of Justice, Ottawa, used by the Standing Committee on Justice and Legal Affairs in their Phase I overview of the *Young Offenders Act*.

OTHER EMPLOYMENT:

- 1991-1993 Social Service Worker - Brant County Social Services - Brantford ON.
Conducted an assessment for eligibility of welfare applicants under the former *General Welfare Assistance Act*. Co-ordinated a case plan for each client and follow-up to determine ongoing eligibility. Provided referrals to other social services in the area.

CREATIVE/SCHOLARLY ACTIVITIES

WORKS IN PROGRESS:

- T. Landau and K.N. Varma A tale of three programs, invited contribution to the *Annual Review of Interdisciplinary Justice Research* (draft in preparation –deadline of May 15 for draft to be submitted).
- K. N. Varma The dual role pf parents in youth court (in preparation)

ARTICLES , BOOK CHAPTERS AND BOOKS (PEER REVIEWED)

- 2014 K.N. Varma and A. Ward. Social assistance fraud and the use of zero tolerance in Ontario, Canada. *Canadian Review of Social Policy*, vol 70. Pp78-92.
- 2013 K. N. Varma and V. Marinos
Three Decades of Public Attitudes Research on Crime and Punishment in Canada. Invited Contribution to Festschrift issue of the *Canadian Journal of Criminology and Criminal Justice* vol 55(4). Ed. J. Sprott and J. Roberts.

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- 2012 Ismaili, K., Sprott, J.B. and K.N. Varma, eds. Canadian Criminal Justice Policy: Contemporary Perspectives. Oxford University Press.
- 2007 K.N. Varma. Parental Involvement in youth court. *Canadian Journal of Criminology and Criminal Justice*, vol. 49no.2 pp. 231-260.
- 2006 K.N. Varma. Face-ing the offender: Exploring public attitudes towards young offenders. *Contemporary Justice Review*, vol 9, no. 2.pp. 175-187.
- 2002 K.N. Varma. Exploring ‘youth’ in court: An analysis of decision-making in youth court bail hearings. *Canadian Journal of Criminology*, vol. 44, no.2. pp.143-164.
- 2002 K.N. Varma. Changing Ideologies: Youthful Offenders and Justice. *Encyclopedia of Crime and Punishment*, Thousand Oaks, CA: Sage. pp. 1755-1761.
- 1999 K.N. Varma & V. Marinos. How do we best respond to the problem of youth crime? in Roberts, Julian V. (ed.) *Criminal Justice in Canada: A Reader*, Toronto: Harcourt Brace. pp. 221-232.
- 1998 K.N. Varma & A.N. Doob. Deterring Economic Crimes: The Case of Tax Evasion. *Canadian Journal of Criminology* vol. 40 no. 2.pp. 165-184

NON-REFERRED PUBLICATIONS (BOOKS AND REPORTS)

- 2003 K.N. Varma. An Evaluation of the St. Catharines bail program. Department of Justice, Canada.
- 1998 A.N. Doob, J.B. Sprott, V. Marinos & K.N. Varma. *An exploration of Ontario residents’ views of crime and the criminal justice system*. Centre of Criminology, Toronto, 61 pages.
- 1995 A.N. Doob, V. Marinos, & K.N. Varma. 1995. *Youth Crime and the Youth Justice System in Canada: A Research Perspective*. Centre of Criminology, Toronto, 168 pages.

THESES AND OTHER PUBLICATIONS

THESES

- 2000 K.N. Varma. *Exploring Age and Maturity in Youth Justice*. Unpublished Ph.D. thesis. Centre of Criminology, University of Toronto.
- 1994 K.N. Varma. *Welfare Fraud: An Analysis of Discretion in Creating a Case*. Unpublished M.A. thesis. Centre of Criminology, University of Toronto.
- 1991 K.N. Varma. *Conversation Closings: An ethnomethodological analysis of conversation closings in ordinary and institutional locations*. Unpublished B.A. thesis. Wilfrid Laurier University.

CONFERENCES AND PANELS

- 2014 accepted for American Society of Criminology conference, November 2014 in San Francisco, CA. Understanding the Importance of the Age of an Accused Person in Offences Involving Youth
- 2012 Invited moderator for 'Remand in Ontario' panel co-hosted by Operation Springboard and the Ontario Advisory Council on Adult Corrections. October 2012. Toronto.
- 2012 K.N. Varma. Parents in youth court: Participants, Supervisors or Observers? American Society of Criminology Conference, November 2012, Chicago Illinois.
- 2012 Invited a moderator for the conference, "Ten years after 9/11: Canadian and U.S. Perspectives on Terrorism, Criminal Enterprises and Migration." Kennesaw State University, Atlanta Georgia, March 29,30, 2012. Organized by Associate Dean of the College of Humanities and Social Sciences, Dr. Karim Ismaili.
- 2007 K.N. Varma. Youth justice and family/parental involvement. Invited talk (with M. Keast) to Toronto youth court judges, Feb 7, 2007.
- 2002 K.N. Varma. Thinking about support for young offenders in court. BRIYS, Brock University, October 24, 2002.
- 2002 K.N. Varma. Examining the role of parents in the youth justice process. Canadian Sociology and Anthropology Association Meetings. Toronto, May 30, 2002.
- 2000 K.N. Varma. Face-ing the offender: Exploring public attitudes to youth justice and young offenders. American Society of Criminology - San Francisco, California
- 1999 K.N. Varma. Constructing 'youth' in bail courts: Understanding bail decision making. American Society of Criminology - Toronto ON
- 1999 A.N. Doob, K.N. Varma, V. Marinos. Issues in youth justice: Alternatives to court, intermediate sanctions, and the new youth justice act. Ontario Association of Corrections & Criminology - Toronto ON.
- 1998 K.N. Varma and V. Marinos. Exploring public attitudes to youth justice and young offenders. John Howard Society - Toronto ON.
- 1998 K.N. Varma. Understanding the 'youth' in youth justice: bail, sentencing, and what the public thinks. Centre of Criminology - Toronto ON.
- 1997 K.N. Varma, Sprott, J. and V. Marinos. Presented research findings on public perceptions of youth crime in relation to project with Operation Springboard. Canadian Criminal Justice Association - Ottawa ON.

1996 K.N. Varma and V. Marinos. Sentencing Tax Evaders: A View of Public Attitudes. American Society of Criminology - Chicago, Illinois.

1995 K.N. Varma. Youth Sentencing and Pre-Sentence Reports. American Society of Criminology - Boston, Massachusetts.

GRANTS

2007 SRC faculty of Arts research grant, Ryerson University. \$7000.00

2006 SRC new faculty research grant, Ryerson University. \$10,000.00

2005 Deans Research Grant, Ryerson University. "Understanding the Role of parents/families in the youth justice process." \$5500.00

2002 Social Sciences and Humanities Research Council of Canada 4A Grant through Brock University, Office of Research Services. "Turning Necessity into Privilege: Responding to the 'problem' of welfare fraud" \$2500.00

2001 (extended to 2003) Brock University, Office of Research Services, New Faculty Grant. "Welfare Fraud and public perceptions" \$1200.00

2001 (extended to 2003) Brock University, Office of Research Services, General Research Grant. "Welfare Fraud" \$1300.00

2001 Experience Plus. \$8652.00 (*note: these funds were not released to me until March 2001 with the deadline to use them of May 2001, therefore, I was able to use only approximately \$1000 of these funds towards research).

2000 SEED money, Dean of Social Sciences. \$1000.00

OTHER CREATIVE AND SCHOLARLY ACTIVITIES

BOOK AND ARTICLE REVIEWS

2013 Manuscript Reviewer, *Canadian Journal of Criminal Justice and Criminology*

2012 Manuscript reviewer, *European Journal of Criminology*

2009 Manuscript reviewer, *Canadian Journal of Criminal Justice and Criminology*

2007 Manuscript reviewer, McGraw Hill-Ryerson (Introductory Criminology text).

2006 Manuscript Review *Canadian Review of Sociology and Anthropology*

2005 Manuscript reviewer, Pearson Education.

2004 Application reviewer, Social Sciences and Humanities Council, January 2004.

2003 Manuscript Review *Canadian Review of Sociology and Anthropology*

2002 Manuscript review. *Canadian Journal of Sociology and Anthropology*.

2001 Nelson publishing. Reviewer of introductory criminology text.

2001 Member, Canadian Sociology and Anthropology Association

TEACHING ACTIVITIES

Department of Criminology, Ryerson University

2013-14

Fall – crm 306 (.1 release, Chair) enrolment - 70 students.

Winter – crm 304 (.2 release, Chair) enrolment – 70 students.

2012-13

Fall (.2 release, Chair)

Winter- crm 406 (.2 release, Chair)

2011-12

sabbatical leave

2010-11

Winter – CRM 406 (.2 release Interim Chair)

Fall – started as Interim Chair (.2 release)

2009-10

Winter – CRM 102, CRM 406

Fall – CRM 100 x3 sections

2008-09

Winter – CRM 102 – Introduction to theories of crime x3 sections

Fall – maternity leave

2007-08

Winter – maternity leave (January 2008 – January 2009)

Fall – CRM 304 (2 sections)– Youth Justice in Canada (enrolment, 80 students)

2006-07

Winter - CRM 102 (3 sections) – Introduction to theories of Crime
(enrolment, 240 students total)

Fall -CRM 100 (2 sections) – Introduction to Canadian Criminal Justice
(enrolment, 80 day section, 40 night section)

2005-06

Winter 2006 (4 month teaching release)

Fall - C/CRM 100 (2 sections) – Introduction to Canadian Criminal Justice
(enrolment, 80 day section, 40 night section)

Sociology Department, Brock University

2004-2005

Maternity Leave

2003-2004

SOCI 3P61–Sociology of Punishment- (enrolment 50)

SOCI 4P61–Alternatives to Formal Justice Processing - (enrolment 11)

SOCI 3P62 – Youth Justice -currently teaching – (enrolment 35)

SOCI 2P62 – Criminal Justice System -currently teaching (enrolment 70)

2002-2003

SOCI 3P61 –Sociology of Punishment (enrolment 40)

SOCI 4P61 – Alternatives to Formal Justice Processing (enrolment 19)

SOCI 3P62 – Youth Justice (enrolment 42)

SOCI 4P62 – Moral Regulation (enrolment 20)

2001-2002

SOCI 2P62 – Criminal Justice System (enrolment 72)

SOCI 3P61 –Sociology of Punishment (enrolment 57)

SOCI 3P62 – Youth Justice (enrolment 62)

SOCI 4P61 – Restorative Justice (enrolment 13)

2000-2001

SOCI 2P61 – Introduction to Criminology (enrolment 137)

SOCI 2P62 – Criminal Justice System (enrolment 74)

SOCI 4P61 – Advanced Seminar - Young Offenders (enrolment 19)

*half term course relief-new faculty

1999-2000 (10 month contract)

SOCI 2P61 – Introduction to Criminology (enrolment 114)

SOCI 2P62 – Criminal Justice System (enrolment 82)

SOCI 3P61 –Sociology of Punishment (enrolment 80)

SOCI 4P61 – Advanced Seminar - Young Offenders (enrolment 15)

1998-1999 (one half course –sessional)

SOCI 2P62 – Criminal Justice System (enrolment 118)

Sociology Dept., Wilfrid Laurier University

1994 SOCI 201 – Introduction to Criminology (enrolment 20)

Directed Studies, Brock University

2003 SOCI 4V93 – Bail and Youth Crime (J. Robinson)

2002 SOCI 3V90 Directed Readings – theories of youth crime (J. Robinson)

SOCI 4V90 Directed Readings – review of correlates of youth crime (J. Robinson)

THESIS SUPERVISION

GRADUATE, RYERSON UNIVERSITY

CURRENT:

Christine Goodwin-DeFaria, PhD Candidate. Policy Studies. Member of Thesis Committee.

Jennifer Newman, PhD Candidate, Psychology. Member of Comprehensive Committee (completed).

PAST:

2007 Laroux Peoples. MA Immigration and Settlement Studies.

“Punishing the Mentally Ill: Human Rights Concerns in Canadian Immigration Detention Centres. Co-supervisor with Dr. K. Ismaili.

2004 (*went on maternity leave prior to completion of this thesis)

Kathryn Pilkington, Dept. of Sociology, Brock University. “Risk/Need Assessments: Objective Science or Subjective Practice?”

Principal supervisor until Maternity Leave May 2004.

2003 Jennifer Robinson, Dept. of Sociology, Brock University. " Zero Tolerance: The Ontario Safe Schools Act, Strict Disciplinary Programs and Alternative Schools"
Principal supervisor.

2003 Kirsten Camartin, Dept, of Sociology, Brock University. “Welfare fraud and the enactment of zero tolerance”. Principal supervisor.

2003 Sara Kilby, Dept. of Sociology, Brock University. “Fear of Freedom: National Insecurity on a Post-September 11th landscape”. Second reader.

2000 Lisa Whitehead, Dept. of Sociology, Brock University. “The Detention Process: Evaluating Canadian Federal Policy.” Second reader.

PROFESSIONAL DEVELOPMENT

2012 SPSS and NVivo workshops, February to March 2012 – OISE, University of Toronto

2010 Chairs and Directors Training, Ryerson University, September 2010

2005 SSHRC workshop, Ryerson University, Toronto. May 2005.

2005 Blackboard Workshop. Ryerson University, Toronto. June 2005.

2003 Youth Criminal Justice Act conference. Toronto, Ontario. February 2003. Served as a member of the Niagara delegation and session recorder.

2002 SSHRC workshop. Brock University. July 2002.

-
- 2001 Developed new sociology course within Advanced Seminar in Criminology (SOCI 4P61) on “Restorative Justice” and “Alternatives to Formal Justice Processing”.
 - 2001 Participant in workshop. “Restorative Justice – Working with youth: Theory, Research and Practice. Ottawa, Ontario. November 2-4, 2001.
 - 2000 Developed new sociology course: "Youth Justice"

ADMINISTRATIVE SERVICE

Ryerson University

- 2013-2014- Chair, Department of Criminology (which includes a myriad of committees)
 - Chair of the DHC/IAC
 - DEC Member
 - Elected faculty representative, Board of Governors, 2 year term (university)
 - Awards and Ceremonials Committee (university)
 - John Howard Society – member of the Research Ethics Board
 - Cameron Springboard Scholarship member
 - Criminological Highlights member - University of Toronto
- 2012-2013- Chair, Department of Criminal Justice and Criminology
 - Chair of the DHC/IAC
 - DEC Member
 - John Howard Society – member of the Research Ethics Board
 - Cameron Springboard Scholarship member
 - Criminological Highlights member - University of Toronto
- 2011-2012 Chair, Department of Criminal Justice and Criminology
 - Chair of the DHC/IAC
 - DEC Member
 - Cameron Springboard Scholarship member
 - Criminological Highlights member - University of Toronto
- 2010-2011 – Interim Chair, Department of Criminal Justice and Criminology
 - Chair of the DAC/IAC (1 RFA hire, 2 CUPE hires)
 - Policy Committee member – Justice for Children and Youth
 - Member of Cameron Springboard Scholarship Sub-Committee – adjudicating scholarship to at-risk youth (community)
- 2009-10 Discover Ryerson representative
Library Representative
Chair of DAC
- 2008-09 Maternity Leave
- 2006-07 Library Representative (department)

Curriculum (department)
Participated in interviews for 1 new hire (department)
Restorative Justice event organizer (university)
Member of Cameron Springboard Scholarship Sub-Committee – adjudicating scholarship to at-risk youth (community)
Member of the Budget Committee, ProAction Cops and Kids (community)

2005-06 Library Representative (department)
Curriculum (department)
 -involved in drafting of new criminal justice minor
Participated in interviews for 3 new hires, May-June 2005(department)
Restorative Justice event organizer (university)
Ryerson Centre for Children, Youth and Families (university)
Member of Cameron Springboard Scholarship Sub-Committee – adjudicating scholarship to at-risk youth (community)

Brock University

2003-04 Library Representative (department)
Appointments Committee (department)
CURA/YLC member (university)

2002-03 Library Representative (department)
Curriculum Committee (department):
 -involved in redesigning of criminology offerings and proposal of new courses
Dean’s committee on undergraduate in criminology (interdepartmental)
Member of MA Committee (SJES) (interdepartmental)
Member of appointments committee (department)
Community University Research Alliance member (university)
Brock Research Institute of Youth Studies- member & theme leader-socio-cultural context of youth (university): 1 year appointment.
BEDEL – spring convocation, Brock University

2001-02 Library Representative (department):
Curriculum Committee (department):
 – instrumental in designing criminology concentration, minor and certificate programs

Policing Articulation agreement (university):
 –examined content from Niagara courses and developed guide for equivalency (or not) of Brock offerings
Member of appointments committee Sociology/Women’s Studies
 –3.5 hirings

Member of MA Committee (Social Justice Equity Studies) (interdepartmental):
 -was involved in development of the program and external review

BRIYS member (university)

CURA/YLC member (university)

2000-01 Canadian Studies committee (university)
Library Representative (department)
MA SJES committee member (interdepartmental)
Canadian Studies Committee (university)
BEDEL – spring convocation, Brock University

COMMUNITY SERVICE

Present -External assessor for the Bachelor of Applied Arts = Criminal Justice program at Humber College. May 9th, 2014 site visit. Payment for review of \$1000.00
-John Howard Society of Ontario – member of Research Ethics Board (Sept 2011-present)
-Member of Criminological Highlights – 1998-present
-Smart Justice Network. Dialogue October 2013
-Member – Grants committee – Cameron scholarship for at-risk youth (Operation Springboard)

2006-2007 Member – Board of Directors – Justice for Children and Youth
Member – Budget committee – Proaction cops and kids
Member – Grants committee – Cameron scholarship for at-risk youth (Operation Springboard)

2005-2006 Organizer – Restorative Justice Event (held November 2005/2006).
Ryerson University and Correctional Services Canada.

2002-2004 Youth Justice Committee, Niagara area (Community)

2002 Attended conference on *Youth Criminal Justice Act* being held by Operation Springboard of Niagara -November, 2002.

OTHER ACTIVITIES:

CONFERENCE AND SEMINAR ORGANIZER

2007 Centre of Criminology Graduate Conference, Session on youth justice (Chair).

2003 Co-developed a proposal for an undergraduate program in Criminology for the Dean of Social Sciences.

2002-03 “Brown-bag speaker series” for BRIYS-socio cultural context of youth. Presented paper October 24, 2002 and organized 2nd session March 26, 2003 (Organizer, Chair, and Presenter).

2002-03 Guest panel on “life after Brock” for students interested in pursuing careers or graduate school in criminology or law - Nov, 2002, Oct 2003. (Organizer, Chair).

- 2002 CSAA session on "The role of informal networks of support in youth justice".
Canadian Sociology and Anthropology Association, Toronto, June 2002. (Co-organizer, Presenter).
- 2001 Assisted in development of articulation agreement for police foundations program.
Brock University and Niagara College.

3.3 Report of the Program Evaluation Committee



External Assessment Report

FOR:

Bachelor of Applied Arts – Criminal Justice

DATE OF SITE VISIT: May 9, 2014

EXTERNAL ASSESSORS:

Dr. Bill O’Grady, Professor, Department of Sociology & Anthropology, University of Guelph

Dr. Kim Varma, Department Chair, Criminology, Ryerson University

INTERNAL ASSESSOR:

Dr. Paul Griffin, Associate Dean, the Business School, Humber ITAL

1.0 Program Objectives, Recruitment, Admissions, Enrolment:

The program meets expectations as identified in the self-study.

2.0 & 3.0 Program Title, Content and Delivery:

STRENGTHS

The Bachelor of Applied Arts – Criminal Justice degree program in the School of Social & Community Services at Humber College is a strong and viable program with a promising future. The combination of theory and applied skills offers students the opportunity to obtain the requisite skills for success upon graduation. Students are exposed to relevant and current content in the core subject area while also expanding their world view by engaging in breadth elective courses.

Students are continually encouraged to challenge their own beliefs through exposure to the perspectives of the various stakeholders in the criminal justice system including (but not limited to) administrators, front-line professionals, offenders, the wrongly-convicted, community members, etc. In addition, the degree-level approach to critical thinking and analysis prepares students for applied graduate-level study in this program area. The work placement benefits the students by providing an opportunity to apply their program knowledge to the workplace and subsequently to bring their placement experience back into the classroom.

Clearly there is room in the marketplace for the skills that the students are learning in this program. Faculty, graduates, advisory committee members and employees were consistent in their commentary surrounding the opportunities for graduates to be successful in the existing and emerging marketplace.

It is evident that this program is an important and valued component of the degree offerings at Humber College. It contributes to the goal of strengthening the institution's Polytechnic Identity which is one of the pillars of Humber's Strategic Plan. The option for graduates of related diploma programs to ladder into this degree speaks volumes about the vital role played by the Bachelor of Applied Arts – Criminal Justice.

Based on the review, it was found that the program meets expectations as identified in the self-study for the following elements relating to content and delivery:

- Student assessment
- Partnerships and associations
- Faculty quality assurance

CHALLENGES & OPPORTUNITIES

Although students were not desirous of evening classes for core courses, some thought it would be of value to have more breadth electives available in the evenings. In addition, they would support a

decision to have some core courses available as an option in an on-line format. It is acknowledged that the Program Review Self-study indicates this is the intention of the School.

The matter of Work Placements is an apparent challenge. Work Placement was viewed by all stakeholders to be of tremendous value for all of the obvious reasons, i.e. experience, application, academic, exposure, etc. However, students and advisory committee members alike (particularly those that are also employers) expressed concerns about its structural rigidity, particularly as it relates to its unpaid nature. Registration documentation suggests that almost all students receive some form of OSAP support, and students indicated their need to work to obtain an income in order to survive. For the most part they manage to juggle employment with school and course commitments during typical semesters, but this challenge is exacerbated during their work term. Employers expressed their desire to participate in the placement process yet depending upon the nature of their own internal structures, timing can be an issue and they may have an inability to properly supervise the student. It is encouraging to note in the Program Review Self-study that the School is fully aware of these issues and is working towards a resolution. Some of these solutions could include breaking up the block nature of the Placement into one or two days per week during semesters, having paid options available, etc.

The program's nomenclature is a topic of concern for the participating stakeholders. In particular, students felt stigmatized by the existence of the word "Applied" contained within the name of program. While sharing their experiences they indicated they were constantly questioned by external parties as to whether it was a real degree program (based upon the name). Faculty and advisory committee members supported the concern of the students. This Assessment Panel was advised that the School is desirous of acting upon these concerns and the School supports a nomenclature change from Bachelor of Applied Arts to Bachelor of Social Science. Focus group participants appeared supportive of this, however some students preferred Bachelor of Arts. The Assessment Panel appreciates the concerns of the students, but cautions that removing the "Applied" term from the title may have a negative effect by understating the great value of the applied nature of the program. Before fully embarking on this change, wide consultation should be sought involving further dialogue with appropriate groups and stakeholders (including typical employers, students, graduate schools, etc.). This is warranted in order to ensure the correct decision is ultimately made.

4.0 Graduation and Employment Outlook:

STRENGTHS

The data included in the self-assessment report indicates that the graduation outlook is good for the program. There does not appear to be any concerns in this area. Generally speaking, students and alumni interviewed were satisfied with their employment outlook. They commended the hard work of the Placement Advisors and how much they benefited by the Career Fairs being held at Humber. The employers we met at the campus visit shared their enthusiasm for hiring the current Bachelor of Applied Arts - Criminal Justice students and graduates as they have the right skill-set and positive attitudes.

CHALLENGES & OPPORTUNITIES

The attendees from the Program Advisory Committee that represent the Corrections agency indicated that their group typically hires for full-time positions on a batch basis with many dozen or possibly hundreds of individuals at a time. This is done for several reasons, e.g. budgets, need, ability to run efficient on-boarding training classes, etc. and thus graduates may have to wait for hiring decisions at unpredictable times. This may cause the graduates to seek employment outside of their area of interest and education. This is an uncontrollable externality, but awareness is necessary and so too is setting the expectations of students.

As there has only been two graduating classes from this program it is hard to establish any discernable patterns related to graduate employment. But as employment in this area is tightly tethered to government agencies (and some NGOs) it is important to remain vigilant to the political landscape and employment trends.

Also a system needs to be put in place now to quantify career placements (i.e. both placements and graduate activities) so that there is clear data on employment going forward.

5.0 Learner Experience:

STRENGTHS

Generally, the School and the College provide an excellent environment for learning experiences for the students. All the students we talked to were highly appreciative of the support provided by the institution, the Program Coordinator and the faculty. In fact, the two most important factors leading to high student satisfaction are the small class sizes that allow them to feel part of a family, and the easy access to and availability of faculty in all aspects of the students' learning. Thus, maintaining the small class sizes and retaining the excellent faculty should be a continuing goal at Humber College.

The program is delivering on many of the key elements that attract students to this program. Students like the program and the Humber environment and are generally happy with their choice to come to Humber and would do it again and recommend it to others.

Based on the review, it was found that the program meets expectations as identified in the self-study for the following elements relating to learner experience:

- Student financial and academic support
- Student involvement:

CHALLENGES & OPPORTUNITY

Students did indicate that they would like more choices when it comes to electives. Currently, they feel that they have too few choices. This is especially true with respect to summer and online offerings.

As noted earlier, students expressed their desire for a re-examination of the way in which Work Placement is accomplished. Fortunately this appears to be underway within the School.

6.0 Program Resources:

STRENGTHS

The self-assessment report indicates that the School has met the expectations for human, physical, and fiscal resources. During the site visit it was evident that the School administration, faculty, and staff genuinely cared about the students' growth and development. The full-time faculty members we met shared their appreciation for the collegial environment they worked in, the various well-developed training and professional development programs on campus, and the invaluable supports of the Library, Math Centre and Writing Centre. These groups work hard and collaboratively in order to make the program more successful.

CHALLENGES & OPPORTUNITIES

Although the Library was acknowledged for the good work of their dedicated staff, the issue of a shortage of relevant course-related books and textbooks did arise. Students indicated that there is an opportunity to enhance the Library's collection of program-related books, text-books and general course-related materials.

Students also commented on a shortage of quiet-study space, especially during daytime hours. Faculty expressed similar concerns, particularly as they pursue scholarly and research-related activities and other collaborative efforts. The Panel was informed that the College is aware of this issue and has plans to add floor space in the future. Until such time as this is completed, both faculty and students agreed that they would be appreciative of an immediate (albeit temporary) alternative.

8.0 Assessment against the Standards

Based on the review, it was found that the program meets expectations as identified in the self-study for being at a Degree-Level: Honours Baccalaureate/Bachelor Degree in an Applied Area of Study.

Current Plans for Improvement:

The School of Social and Community Services (and Humber College in general) have been very attentive to the student and focus group feedback in improving aspects of the learning experience. The review committee was pleased to see greater offerings for breadth courses and these give learning opportunities in broad-based disciplines. The college is also making concerted efforts to get students appropriate Work-term Placements. Given the relatively new program, we are satisfied with the constant reassessment of all aspects of the program and adjustments made by the School and the College.

A suggestion has been tabled by the School to create a “Common Platform” of courses in the first year of study in this program that are common to other degree programs within the School. The intent would be to expose students to other environments within the School allowing them to gain different perspectives. It should result in a similar effect for faculty and provide more flexibility in staffing, thus efficiency in staffing and effectiveness in student/teacher experiences should occur. Students that are laddering into the program from diplomas would be unaffected by this change as they would be skipping Year One in any event. When presented to the various stakeholder groups (students, faculty, etc.) there did not appear to be any resistance to this notion. In fact, it should likely garner positive results.

Recommendations for Future Action:

In summary, the Assessment Panel was impressed by the direction of this program and the recognition it has achieved in the market. While there were no apparent or imminent needs for improvement, the suggestions offered below are intended to address opportunities to strengthen the program and provide direction for how the program may continue to differentiate itself from other baccalaureate programs in the field of Criminal Justice.

The Assessment Panel believes this program would benefit from a focus on the following areas:

- **Nomenclature:** Develop clarity around the identity and brand of the degree. Creating a definitive message about the value of the program will impact recruitment. This may involve a change in nomenclature, or a sustained awareness campaign about the current name.
- **Alumni Outreach:** Once the program brand is clearly defined efforts should be made to make it resonate with prospective and current students as well as employers through stories from alumni working in the targeted Criminal Justice arena.
- **Work Placement:** Continue the efforts to develop additional Work Term options for students (e.g. paid assignments, part-time, etc.) and the articulation of the potential offered by a graduate of the program itself.
- **Curriculum:** Expedite the development of on-line course options and explore opportunities with the Registrar's Office and other breadth providers (i.e. other degree-granting schools within Humber College) to consider evening class opportunities.
- **Common Platform:** Continue with the development of a first-year common platform of courses (as described earlier).

Circle your overall assessment of program quality:				
<i>Very Strong</i>	X	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Major Concern</i>

3.4 Action Plan

This action plan responds specifically to recommendations made by the external panel, supplements the plan outlined in question 8.11 of the program self-study (pages 4-115 to 4-117 of this submission).

ACADEMIC PROGRAM REVIEW BACHELOR OF APPLIED ARTS – CRIMINAL JUSTICE ACTION PLAN ON REVIEW RECOMMENDATIONS MAY 2014				
SUMMARY RECOMMENDATIONS	RESPONSIBILITY & ACTION	RESOURCES REQUIRED/COST	TIMELINE	OUTCOME
<ul style="list-style-type: none"> Conduct a comprehensive consultation regarding the proposed nomenclature change to Bachelor of Social Science 	Dean, ADs, & PC to consult widely with stakeholder groups	In budget	Spring 2014	
<ul style="list-style-type: none"> Use alumni working in the field to help establish the program brand and market it to current and prospective students, as well as employers 	AD & PC will continue to invite alumni to participate in a variety of program events and as PAC members	In budget	Ongoing	
<ul style="list-style-type: none"> Develop additional work term options for students such as paid assignments, part-time placements, and flexible delivery options 	School administrators exploring feasibility of creating a practicum/placement manager position. Field placement coordinator will continue to identify paid summer positions that would meet the placement requirements. Program will seek more flexibility in placement	In budget	Ongoing	

	delivery.			
<ul style="list-style-type: none"> Develop online course options for core curriculum and explore opportunities for evening breadth elective classes 	AD & PC will identify potential online course options. Administrators to consult w/ Registrar for greater access to additional breadth evening classes. Humber makes every effort to maximize the number of breadth courses offered which is dependent on adequate students numbers.	In budget	Ongoing	
<ul style="list-style-type: none"> Continue with the development of a first year common platform for the School degree programs 	School will continue to pursue its plans	In budget	Ongoing	
<ul style="list-style-type: none"> Identify opportunities for multi-use quiet space for students and faculty 	Dean & AD will advocate quiet spaces in future development plans. Dean & AD will work w/ the principal's office to identify current space.	In budget	Ongoing	

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SECTION 4: REPORT: Program Context, Changes, and Developments

4.1 EXECUTIVE SUMMARY

Humber received Ministerial Consent to offer a Bachelor of Applied Arts in Criminal Justice in February 2008. The first intake for the program was in September 2009. The 120 credit program consists of 8 academic semesters of study and two work terms of 490 hours.

This program combines theory and practice to prepare students for careers in the field of criminal justice or for further study at the graduate level. Graduates have had success in finding employment or in continuing their education. Examples of graduates' employment positions include adult and youth correctional officers (provincial and federal), police officers, youth workers, regulatory officers, community service coordinators, private security officers, or a consultant in private or public sectors.

The program has exceeded the enrolment targets projected in the original application and has been oversubscribed in almost each year since the program has been offered. Attrition levels are within the expected parameters. The program has accepted a number of transfer students from the Community and Justice Services and the Police Foundations diploma programs under the block transfer degree completion arrangements. These students have performed very well. The first cohort of students graduated in spring 2012. As of spring 2014, there have been 133 graduates from the program, representing an interim graduation rate of 62%. Students have seven years to complete the requirements for graduation, so the final graduation numbers for the first cohort are not yet known. Humber is monitoring all of its degree attrition, transfer and graduation rates.

This degree is offered by The School of Social and Community Services at Humber's Lakeshore Campus. Humber has worked to create a vibrant academic community through the continuous engagement of students in the learning and research process, as well as by connecting degree students from all disciplines through shared classes, guest lectures and performances.

The degree is delivered using existing and newly constructed facilities at the Lakeshore Campus. During the period from 2007 to 2011, Humber invested over \$80 million in construction projects to expand facilities at the campus. New facilities opened in fall 2011 in the building known as Lakeshore Commons (L Building) which provides 100,000 square feet of additional classrooms, gallery, community meeting room, computer lab, and a learning commons, all of which are used by students in this program. The C Building recently added a driving simulator and a situation simulator, also used by students in this program.

Humber has acquired the necessary library resources to support the degree. A detailed summary of the library acquisitions specific to this degree is included in the Self-Study.

The School recognizes the value of having top-tier faculty who bring a blend of academic credentials and relevant, current experience in the field to the program. The program's committed faculty members are highly valued by students and when hiring is required, the School endeavours to find inspiring instructors who possess optimal combinations of advanced academic credentials and experience in the field. Almost all full-time faculty members hold doctorate degree qualifications and are leaders in the field.

There have not been any substantive changes to the program outcomes or course content since the program was approved in June of 2007. However, as part of the application for consent renewal, Humber proposes to make and request changes to the nomenclature, program learning outcomes, core and non-core curricula and the structure of the work placement. The proposed changes address recommendations identified during a recent program review to be more responsive to student needs and the evolution of criminal justice within the larger field of the social sciences. The proposed amendments to the curriculum increase academic rigour, eliminate duplication, fill minor gaps in content, offer students more choice, and bring the degree in line with newer degrees offered in the School by increasing the number of non-core breadth electives to ten. The proposed core curriculum changes involve a common year curriculum offering a strong theoretical foundation of social science in which the field of criminal justice resides.

This consent renewal application includes a request for changes to nomenclature, program learning outcomes, and to both non-core and core curriculum as discussed in Sections 4.4.1 to 4.4.7.

The program also wishes to expand access to opportunities for students to find meaningful and mutually beneficial work placements. As such, the program requests a change to the original consent for this program to allow students to collect and document a minimum of 420 hours of work placement between semester 3 and prior to the beginning of semester 8. This request meets the revised PEQAB Program Content Standard 3, Benchmark 11 regarding work placement which states: “d) amounts to no less than 14 weeks of full-time equivalent work (420 hours), either in one block, or in multiple cumulative blocks appropriate to achieving the learning outcomes” (PEQAB Handbook for Ontario Colleges 2014, page 22).

4.2 REPORT ON COMMITMENTS

In its 2008 QAP report to the Board, the Quality Assessment Panel made some suggestions related to degree nomenclature, curriculum, research, faculty hiring, work placement, grading schemes and graduate study. In response to these suggestions, Humber committed to:

- Amend the degree nomenclature from Bachelor of Applied Arts (Criminology & Corrections) to Bachelor of Applied Arts (Criminal Justice).
- Give consideration to curriculum suggestions of the QAP panel including:
 - re-structuring the program to include a stand-alone course on First Nations people and the interconnections found with this population and crime and the criminal justice system in Canada
 - include global issues in a variety of courses
 - the addition of new courses including a course focusing on the courts, and an advanced law course
- Hire professors as per the faculty recruitment plan who have the appropriate credentials and experience including doctorates in criminology, criminal justice or sociology to further develop and deliver the courses and to achieve an appropriate balance of full-time and part-time faculty for all years of study.
- Ensuring students are supervised by faculty who not only have the appropriate doctorate credentials but also someone who has the research experience necessary to effectively teach and mentor students in their senior level thesis research project.
- Amending an admission requirement for grade 12U English.
- Reaffirming the required work placement.
- Reaffirming the importance of faculty research and professional development.
- Offering realistic expectations of graduate study offerings.

Humber has met its commitments as described in the following section.

Nomenclature

The degree amended the original nomenclature to Bachelor of Applied Arts (Criminal Justice) as part of its initial consent.

Curriculum

Consent was granted to Humber based on the revised original submission which detailed several changes to the program based on the recommendations from the PEQAB QAP review. The change in degree nomenclature meant a further shift in the program curriculum to better reflect the new focus of the program. This entailed readjusting the course structure, eliminating some courses and reinforcing others.

The first of those changes that Humber committed to was reflective of the QAP recommendation to create a stand-alone course for the First Nations Peoples in the criminal justice degree rather than to merely infuse multiple courses throughout the degree with related issues. Since the inception of the program, a stand-alone required course entitled “First Nations Peoples & The Criminal Justice System” was included in the program and offered to students in the second year, fourth semester of the program.

Secondly, Humber agreed with the recommendations by the QAP reviewers and committed to adding a global orientation to a number of courses throughout the curriculum including introductory courses. This global orientation has been reflected in exploring terminology, theories, methodologies, and issues in a global context.

One of the many examples of this exists in the course entitled 'Social Problems & the Justice System'. Students are exposed to Osgood Law Feed the Hungry program where this experiential learning opportunity enables students to apply the knowledge, skills and attitudes to value diversity and embrace social justice in both the local and global communities that seek this service. In the 'Introduction to the Canadian Justice System' course, students engage in discussions on justice implementing historical and international examples including South Africa & Apartheid, Slavery in the USA, and the United Kingdom's law in 1800's & penal transportation. In the course entitled 'Crime Prevention', students write essays on crime prevention projects which include international topics such as Zimbabwe's anti-poaching, New Zealand's SAFE and anti-knife program, Australia's gun buy back, England's anti-loitering, and USA's anti-gang Project Excile, gun buy back, and Hot Spot Policing.

Further examples include core texts used in the 'Restorative Justice' and 'Gender & the CJS' courses and the 'Comparative Corrections' course is entirely focused on international comparison, and has evolved into one that encompasses criminal justice issues beyond corrections. Topics include: dangerous states, terrorism and responses to it, Islamic regimes in Iran & Saudi Arabia, class and coercion in Neo-liberal regimes (US especially), and race & regulation in "white settler societies" (Canada, Australia, South Africa), among many others.

It is clear that Humber's commitment to find opportunities to explore global issues in a wide-ranging and indepth approach have been met throughout the four years of study in those courses listed above as well as several others including Social Policy Issues and the Criminal Justice System, Contemporary Policing, Human Rights and Diversity, Interpersonal and Group Skills, and Counselling: Theory and Practice.

Finally, in terms of amendments to the curriculum, Humber committed to adding a course focusing on the courts entitled 'Canadian Courts – Evolving through the Charter' in Semester 6. Additionally, the course entitled 'A Foundation of Law – How Case Law Reflects Canadian Core Values' was added in the seventh semester as the recommended advanced course stemming from the introductory course on criminal law and procedure.

As part of the rearrangement required in the schedule of studies to accommodate these courses, a course on hate crimes and terrorism was eliminated and to be offered as an option for the special topics course offered in the final semester of fourth year. Since the inception of the program, white collar crime, terrorism, and social problems have been explored in the Special Topics course meeting Humber's commitment.

Admission Requirement

The QAP reviewers recommended that Humber institute a minimum average of 65% for the admission requirement of the grade 12U English (ENG4U). Humber committed to adjusting this admission requirement and has kept its commitment. This requirement is reflected in the current academic calendar and applies to all degree programs. The average entrance GPA for the last five years is over 72%.

Work Placement

Placement Faculty Supervisors have been hired to support the criminal justice degree. There have been no substantive changes in the work placement as outlined in the original submission. All students must successfully complete two 8 week placements prior to their final academic semester. The majority of placements are unpaid due to the existing union agreements. Evaluation standards for degree-level students reflect the higher level of knowledge and skill expected as a result of their program of study.

Grading Schemes

Humber agreed with the QAP assessment that particularly the first year core course outlines be modified to allow for more progress points and feedback to students. Humber made this amendment to the original submission and faculty were required to detail the breakdown of large assessments into more manageable segments. This commitment has been upheld and can be seen in the course outlines in Section 5: Core Course Outlines.

Faculty Hiring

The Associate Dean monitors the staffing plans for the criminal justice degree annually to ensure there is an appropriate blend of full-time and adjunct professors and that their academic credentials and experience are matched to the courses being delivered.

Since the conception of the degree, Humber has successfully met or exceeded the PEQAB standard for 50% of the teaching faculty holding doctorate degrees in related fields including criminology, criminal justice, and sociology as per the recruitment plan submitted in the original application. In the 2013/2014 academic year, there were 17 faculty members, 10 of which held doctorate degrees.

Additionally, Humber committed to requiring a PhD credentialed professor to teach the fourth year capstone course to ensure students supervision by someone with research experience. Humber has also met this commitment as indicated in the self-study (Section 3). The capstone course has been taught throughout the consent of the degree by a faculty member holding a doctorate degree with extensive academic research experience (see Section 3 and Section 6 for faculty CV's).

Faculty Research & Professional Development

Humber recognizes the importance of having faculty engage in a level of scholarship and research or creative activity to ensure their currency in the field. Humber is committed to providing opportunities for faculty to attend conferences, present papers, and produce some scholarly work and encourages faculty members to identify and pursue such activities.

In 2009, Humber introduced a new position, Dean of Research, to advance the research agenda at the college. For Humber, research is a fundamental element for:

- Enriching the Humber experience for our students by providing direct and indirect benefits including differentiating and enhancing academic programming

- Enhancing the teaching, learning, and scholarship capabilities of Humber's faculty, including fostering teaching, advancing disciplinary knowledge, and promoting interdisciplinary activities
- Fostering Humber's polytechnic vision, agenda, and goals, including key priorities in Humber's Strategic Plan 2013-2018, Business Plan 2013-2014 and Institutional Research Plan
- Facilitating positive economic development outcomes for Ontario and beyond through applied innovation and research and development
- Humber Research reflects the tradition of building on Humber strengths as well as the institution's commitment to innovation and excellence. It reflects Humber's desire to meet the challenges of a changing post-secondary landscape within a limited-resource context that emphasizes highly effective educational experiences for its learners. The quality of its students, faculty, staff, and research-related infrastructure provides a strong basis for Humber's evolving research enterprise that will position the institute as a leader in applied innovation and research within Canada.

Additionally, a number of faculty members in the criminal justice degree have been actively involved in conducting research studies with outside agencies or on campus and have hired student researchers to assist with these projects.

Humber appreciates the recent clarification added to the PEQAB requirements relating to scholarly activities of faculty members (Handbook for Ontario Colleges, 2014, Footnote 13). Faculty scholarly activity in this degree program is aligned with PEQAB expectations.

Graduate Study

Humber agreed with the recommendation made by the QAP assessors to offer realistic expectations regarding the offerings for graduate study. This commitment has been upheld and students are offered a realistic understanding of the graduate possibilities available to them.

Of the three graduating classes to date, there have not been many graduates who have pursued graduate study in the field. However, there has been one graduate from the class of 2012 who completed the Research Analyst graduate certificate program at Humber. Additionally, there are currently approximately 15 graduates who are in the process of applying to graduate schools in areas of criminal justice, and social work.

Humber and Niagara University have a signed agreement that allows Humber's Criminal Justice graduates with a GPA of 75% to transfer into the Master of Criminal Justice Administration program at Niagara. Students are offered 3 courses of advanced standing in that Master's program.

As the degree programs at Humber have matured and grown, there are a greater number of success stories of baccalaureate graduates pursuing graduate studies at Canadian universities and beyond.

4.3 STATUS OF PROGRAM ACTION PLAN

The detailed action plan is included in the Self-Study Section beginning on page 3-181. Six recommendations from the external assessors resulted in the external review. The proposed actions to address these concerns are highlighted below:

- A comprehensive consultation regarding the proposed nomenclature change to Bachelor of Social Science (Criminal Justice) has occurred and the result is reflected in this consent renewal application requesting an amendment to the nomenclature of the BAA (CJ) to Bachelor of Social Science (Criminal Justice).
- The Associate Dean & the Program Coordinator will continue to invite alumni to participate in a variety of program events and as PAC members to act on the recommendation to use alumni working in the field to help establish the program brand and market it to current and prospective students, as well as employers.
- School administrators are exploring the feasibility of creating a practicum/placement manager position. Field placement coordinator will continue to identify paid summer positions that would meet the placement requirements. Program will seek more flexibility in placement delivery as noted in this consent renewal submission. This is acting on the recommendation to develop additional work term options for students such as paid assignments, part-time placements, and flexible delivery options.
- In terms of the recommendation to develop online course options for core curriculum and explore opportunities for evening breadth elective classes, the Associate Dean and Program Coordinator will identify potential online course options. Administrators will consult with Humber's Registrar for additional breadth evening classes.
- One of the recommendations was to continue with the development of a first year common platform for the School degree programs. This is reflected in this consent renewal report.
- The Dean & Associate Dean will advocate for quiet spaces in future campus development plans. Additionally, the Dean & Associate Dean will work with the principal's office to identify current space to address the recommendation to identify opportunities for multi-use quiet space for students and faculty.

4.4 ADDITIONAL INFORMATION/CONTEXT

4.4.1 Proposed Nomenclature Changes

Until fall 2009, colleges were required to include the term “applied” in all of their degree titles. This followed a standard convention which included both the applied “faculty area” (Bachelor of “Applied” Arts, Technology Business, and Information Science etc.) and the specific subject area in brackets following the degree title. Changes to the Board’s nomenclature requirements have given the CAATs/ITALs greater choice when determining an appropriate degree title. More significantly, this change gives the colleges the opportunity to benchmark and align their degree offerings/curriculum with those more commonly found in the province to better reflect the nature of the degree and the discipline of study. The change also continues to respect that the degrees offered by the colleges are aligned with the definitions/requirements (e.g. normally 4 years, 120 credits, etc.) of an honours baccalaureate degree in an applied area of study as determined by the PEQAB degree level framework and, by extension, the baccalaureate criteria published in the *Canadian Degree Qualifications Framework*.

Historically, at many postsecondary institutions the degrees conferred by the institution were named after faculties or departments and given to students who “majored” in a specific subject/discipline area(s) associated with those departments. To date, Humber’s “academic schools” reflect areas of concentration and, while limited, begin to parallel some of the established conventions in the relationship between faculty and degree area of study found in Ontario universities. The degrees currently offered by Humber can be clustered into several main academic/faculty areas: 1) Arts, Design and Media; 2) Humanities, Literature, and Social Science; 3) Business and Commerce; 4) Science and Technology; 5) Health; and 6) Multidisciplinary. These areas are supported by the Humber Academic Schools which also support the delivery of interdisciplinary degrees.

Main Academic/Faculty Area	Humber Schools
Arts, Design and Media	Applied Technology – Design Programs Creative and Performing Arts Media Studies & IT Liberal Arts and Science
Humanities, Literature and Social Science	Social and Community Services Liberal Arts and Science
Business and Commerce	Business Hospitality Recreation and Tourism Liberal Arts and Science
Science and Technology	Applied Technology Health Sciences Liberal Arts and Science
Health	Health Sciences Hospitality, Recreation and Tourism Liberal Arts and Science
Interdisciplinary/Multidisciplinary	All Schools

Note:

- Humber’s programs relating to legal studies are located in the Business School.

The degrees which have been created at Humber:

- reflect the academic expertise found in the Schools and have been based on the program areas of strength not only at the diploma level, but also at the graduate level of study. (Humber offers 33 graduate certificates to baccalaureate degree holders);
- demonstrate varying levels of collaboration between the schools to develop and deliver curriculum;
- have formed a good foundation for Humber’s degree development strategy. By design, they reflect the PEQAB requirement for a maximum of 80% in the core area of study and a minimum of 20% breadth; and
- have specific characteristics which distinguish them from the degrees offered by Ontario universities without jeopardizing the intent/focus of study or the potential for credit recognition.

As Humber moves forward with its applications for new degree programs and consent renewal for existing degrees, the initial “applied” nomenclature will be reviewed for each of its existing programs.

Humber proposes a change to the nomenclature for this program amending the existing consent from Bachelor of Applied Arts (Criminal Justice) to the Bachelor of Social Science (Criminal Justice) following the PEQAB benchmark for naming the bachelors credential to denote the subject of faculty. This degree has been benchmarked against other criminal justice degrees, and while a Bachelor of Arts degree designation would have been considered, it is not currently permitted under the PEQAB guidelines. This nomenclature is recognizable in North America, Australia and Europe with precedents in the many post-secondary institutions.

Humber has pursued nomenclature changes for several of its programs. Several of these addressed the difficulties students have faced getting a Bachelor of Applied Arts recognized as a 4 year honours credential. In addition for this program, the amendments made to the program have shifted the focus of study towards a stronger emphasis on the social sciences rather than the liberal sciences which is reflected in the BAA structured degree.

The nomenclature for a degree should convey accurate information about the degree level, the nature of the degree and the discipline of study. In selecting a nomenclature for the Bachelor of Social Science (Criminal Justice) degree, Humber considered:

- whether the name clearly conveys the focus of the degree;
- whether the degree meets the degree-level standards expected of a program in criminal justice;
- the orientation of the degree in terms of approach and preparation of students

The restructuring of the program (with the common year platform and discipline electives) offers a broader understanding and depth of study into the larger field of social science in which criminal justice resides. The study of criminal justice draws heavily on a variety of subjects in the social sciences. The program changes in combination with the analysis of degree titles and degree structures in other institutions resulted in the conclusion that the proposed change to the degree nomenclature would be a more suitable and recognizable title for the program.

Of the many Ontario models for framing the types of credentials, Humber's Board of Governors has agreed that the nomenclature Bachelor of "Faculty" is the most appropriate form for a number of its degree offerings. Such titles clearly convey the field of study as well as the intense applied focus of the degree; acknowledge that its graduates have studied with the expected academic rigour of bachelor's level program; and that the program's orientation is differentiated from those commonly associated with universities' research-based offerings. Examples include Humber's Bachelor of Commerce degrees, as well as the Bachelor of Music degree. The proposed Bachelor of Social Science (Criminal Justice) is consistent with this nomenclature convention, and will continue to facilitate public recognition of Humber's degree qualifications.

4.4.2 Core Program Learning Outcome Developments

As part of conversations about renewal of the curriculum, the program learning outcomes were assessed and mapped to the Ontario Qualification Framework. The Program Learning Outcomes (PLO's) are important measures of success and are used to map courses against desired outcomes. A deficiency was noted in the category 'Awareness of the Limits of Knowledge'. As such, an appropriate learning outcome was added to that category as seen below in bold. Others were rewritten to emphasize required higher level learning outcomes and lessen the number of original program learning outcomes while still addressing all of the important issues. The new and edited program learning outcomes are identified below in bold.

BAA (Criminal Justice) Program Level Learning Outcomes	
Depth and Breadth of Knowledge	
1.	Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
2.	Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
3.	Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
4.	Analyze the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
5.	Outline and interpret the historical development of the Canadian Correctional System while discussing the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.
6.	Analyze the structure and operation of correctional facilities.
Knowledge of Methodologies	
7.	Evaluate the complex role of the community in the Criminal Justice system while discussing the roles of the various players within the criminal justice system and the interdependence that exists among them.
8.	Identify the process of program management and measure the cost and effectiveness of correctional programs.

BAA (Criminal Justice) Program Level Learning Outcomes

Application of Knowledge

9. **Discuss** the challenges and rewards of working with special populations in an institutional and community setting.
10. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions **while evaluating** alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
11. Examine **and apply** a range of research strategies and methods and assess the appropriateness of their use.
12. Formulate and evaluate criminological questions with clarity while **analyzing** the ethical implications of criminological research in a variety of applied research settings.

Communication Skills

13. Discuss criminological topics with an appreciation of criminological theory, of evidence, **limitations**, and of relevance to current debates and present conclusions in a variety of appropriate academic formats.
14. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall, working effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view **through the use of effective conflict management skills**.

Awareness of the Limits of Knowledge

15. **Acknowledge the limits of knowledge in the field of social science and criminal justice through academic writing and professional practices.**

Professional Capacity / Autonomy

16. Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.
17. Demonstrate **ongoing self-reflection**, self-awareness, self-confidence, self-direction,

BAA (Criminal Justice) Program Level Learning Outcomes

self-management and use resources to plan for and attain personal, career and work-related goals.

The Program Learning Outcomes have been used to provide guidance for renewal of the curriculum map which is included in Section 4.4.4 and proposed new course outlines included in Section 5.

4.4.3 Proposed Common Year Platform

Humber proposes the addition of a common year platform for this program, to be shared with several other degrees in the School of Social and Community Services. The intent of the proposed common year platform is to offer students an understanding of the greater field of the social sciences within the School allowing them to gain breadth and depth of the field of social science in which criminal justice resides. It is expected that the proposed addition of the common year platform will result in a similar effect for faculty and provide more flexibility in staffing, thus efficiency in staffing and effectiveness in student/teacher experiences are expected.

The external reviewers noted that: “when [the proposed common year platform was] presented to the various stakeholder groups (students, faculty, etc.) there did not appear to be any resistance to this notion. In fact, it should likely garner positive results” (Section 3: External Assessment Report, page 3-173).

Proposed Common Year Platform

The proposed common year platform is as follows:

Year & Semester	Course Name
Year 1, Semester 1	Government & Social Welfare
Year 1, Semester 1	Interpersonal Communication
Year 1, Semester 1	Introduction to Psychology
Year 1, Semester 1	Principles of Sociology
Year 1, Semester 1	Non-Core Breadth Elective
Year 1, Semester 2	Ethics & Moral Theory
Year 1, Semester 2	Counselling Theory & Practice
Year 1, Semester 2	Group Dynamics
Year 1, Semester 2	Human Rights, Diversity & Social Inclusion
Year 1, Semester 2	Non-Core Breadth Elective

These adjustments are reflected in the revised Core Course Schedule included in Section 2.2.

4.4.4 Core Course Schedule Developments & Proposed Changes

Changes to the core curriculum and processes have been proposed to effect improvements including:

1. The addition of a common year platform in the first year of study intended to offer students an understanding of the greater field of the social sciences within the School allowing them to gain breadth and depth of the field of social science in which criminal justice resides (See Section 5: Revised Core Course Outlines for common year platform course outlines, page 5-iii).
2. Further substantive changes to the course schedule for years 2, 3 and 4 which involve the merging of some courses and the elimination of others. The decision to merge courses has been deeply considered based on the years of experience gained from implementing the program. Issues of course content overlap and relevancy were considered allowing for new courses to be conceived eliminating content overlap and providing currency of the program (See Section 5: Revised Core Course Outlines, page 5-iii).
3. Decisions to eliminate courses were weighed given the experience of implementing the program for this consent period. Course elimination led to merging of course content or offering course content in the discipline electives offered within the proposed schedule of studies or in School non-credited professional lecture offerings (See Section 4: Schedule of Studies Proposed Changes, page 4-20).
4. The proposed schedule of studies includes the addition of five discipline electives. These offerings further increase the availability for students to broaden and deepen their understanding of the social sciences within the School while studying issues related to the criminal justice field. These offerings allow students to experience various perspectives gained from courses offered in other baccalaureate degree level programs including child and youth care, behavioural science, and community development. Courses may include Transformational Leadership & Advocacy, Responding to Primary & Secondary Trauma, and Youth & Crime (See Section 5: Core Course Discipline Elective Outlines, page 5-iv).
5. The redesigned schedule of studies allows for two additional non-core breadth electives to 10 in total (25%) meeting and exceeding PEQAB's requirement of a minimum of 20% non-core electives. It is expected that the new curriculum will be implemented in fall 2016, pending MTCU consent approval.

**Suggested Program Map Bachelor of Social Science (Criminal Justice)
Courses and Other Graduation Requirements**

Sem	Criminal Justice & Leadership	Criminal Justice Practice	Theory Foundations	Research	Discipline Electives	Breadth Electives
F (1)	Government & Social Welfare	Interpersonal Communication	Introduction to Psychology			Elective 1
			Principles of Sociology			
W (2)	Ethics & Moral Theory	Counselling Theory & Practice	Human Rights, Diversity & Social Inclusion			Elective 2
		Group Dynamics				
F (3)	Issues in Community & Institutional Corrections: Historical to Present	Introduction to the Canadian Criminal Justice System	Introduction to Criminology			Elective 3
		Conflict Management				
	Placement Preparation course (no academic credit) in Semester 3.					
	WORK PLACEMENT – Mandatory accumulation of minimum 420 hours to be completed prior to Semester 8 (no academic credit).					
W (4)	Contemporary Policing	Criminal Law & Procedure				Elective 4
	Victims in CJS					Elective 5
F (5)		Issues in Canadian Law		Mixed Research Methods		Elective 6
		First Nations People & Criminal Justice System		Introduction to Statistics		

W (6)		Forensic Psychology	Sociological Theories of Crime		1	Discipline Electives: <ul style="list-style-type: none"> • Program Development & Evaluation • Transformational Leadership & Advocacy • Responding to Primary & Secondary Trauma • Community Mobilization, Support & Empowerment • Mental Health Across the Lifespan • Organizational Behaviour 	Elective 7 Elective 8
F (7)		Advanced Social Policy		Senior Level Thesis Research Project 1	1	<ul style="list-style-type: none"> • Case Management in Correctional Services • Youth & Crime • Comparative CJ Systems • Crime Prevention • Gender in CJS • Management in CJS • Institutional Culture 	Elective 9 Elective 10
W (8)		Restorative Justice		Senior Level Thesis Research Project 2	1		

Schedule of Studies Proposed Changes:

Year & Semester	Course Outline	Core Credits	Non-Core Credits	Hours
Year One				
Semester 1	Government & Social Welfare	3		42
	Interpersonal Communication	3		42
	Introduction to Psychology	3		42
	Principles of Sociology	3		42
	Non-Core Breadth Elective		3	42
<i>Courses Moved</i>	<i>CRIM 101 – Introduction to the Canadian Criminal Justice System – moved to semester 3</i>			
	<i>Principles of Sociology – moved to core studies</i>			
	<i>Human Rights & Diversity – moved to semester 2</i>			
	<i>Interpersonal Skills & Group Dynamics – split with Interpersonal Communication offered in semester 1 and Group Dynamics offered in semester 2</i>			
<i>Courses merged, added &/ eliminated</i>	<i>HIST 102 – History of the Canadian Correctional Institution merged with CRIM 152 – Community Corrections – New course: Issues in Community & Institutional Corrections: Historical to Present offered in semester 3</i>			
Semester 2	Ethics & Moral Theory	3		42
	Counselling Theory & Practice	3		42
	Group Dynamics	3		42
	Human Rights, Diversity & Social Inclusion	3		42

Year & Semester	Course Outline	Core Credits	Non-Core Credits	Hours
	Non-Core Breadth Elective		3	42
Courses Moved	<i>CRIM 151 – Introduction to Criminology – moved to semester 3</i>			
	<i>Introduction to Psychology – moved to core studies in semester 1</i>			
	<i>LAW 153 – Criminal Law & Procedure – moved to semester 4</i>			
<i>Courses merged, added &/ eliminated</i>	<i>HIST 102 – History of the Canadian Correctional Institution merged with CRIM 152 – Community Corrections – New course: Issues in Community & Institutional Corrections: Historical to Present offered in semester 3</i>			
Year Two				
Semester 3	Issues in Community & Institutional Corrections: Historical to Present	3		42
	Introduction to the Canadian Criminal Justice System	3		42
	Conflict Management	3		42
	Introduction to Criminology	3		42
	Non-Core Breadth Elective		3	42
Courses Moved	<i>CRIM 203 – Contemporary Policing – moved to semester 4</i>			
	<i>CRIM 202 – Victims In the Criminal Justice System – moved to semester 4</i>			
	<i>Ethics & Moral Theory – moved to common year platform offered in semester 2</i>			
<i>Courses merged, added &/ eliminated</i>	<i>CRIM 204 – Youth & Crime – added to Discipline Elective offerings</i>			
Semester 4	Contemporary Policing	3		42

Year & Semester	Course Outline	Core Credits	Non-Core Credits	Hours
	Victims in the Criminal Justice System	3		42
	Criminal Law & Procedure	3		42
	Non-Core Breadth Elective		3	42
	Non-Core Breadth Elective		3	42
Courses Moved	<i>CRIM 253 – First Nations People & the Criminal Justice System – moved to semester 5</i>			
	<i>STAT 203 – Statistics for Criminal Justice – renamed to ‘Introduction to Statistics’ and moved to semester 5</i>			
Courses merged, added &/ eliminated	<i>CRIM 252 – Case Management in Correctional Services – added to Discipline Elective offerings</i>			
	<i>SOCI 251 – Social Problems & the Criminal Justice System - eliminated</i>			
	<i>PSYC 403 Social Psychology – eliminated as designated elective but available as non-core breadth elective offering</i>			
Year Three				
Semester 5	Issues in Canadian Law	3		42
	First Nations People & the Criminal Justice System	3		42
	Mixed Research Methods	3		42
	Introduction to Statistics	3		42
	Non-Core Breadth Elective		3	42
Courses Moved	<i>SOCI 303 – Sociological Theories of Crime – moved to semester 6</i>			
Courses	<i>CRIM 302 – Gender in the Criminal Justice System – added to Discipline</i>			

Year & Semester	Course Outline	Core Credits	Non-Core Credits	Hours
<i>merged, added &/ eliminated</i>	<i>Elective offerings</i>			
	<i>PSYC 301 – Psychology of Criminal Conduct merged with CRIM 403 – Clinical Criminology – New course: Forensic Psychology offered in semester 6</i>			
	<i>RSMT 201 – Qualitative Research Methods – eliminated</i>			
	<i>Mixed Research Methods – added as core course</i>			
Semester 6	Forensic Psychology	3		42
	Sociological Theories of Crime	3		42
	Discipline Elective	3		42
	Non-Core Breadth Elective		3	42
	Non-Core Breadth Elective		3	42
<i>Courses merged, added &/ eliminated</i>	<i>CRIM 351 – Institutional Culture – added to Discipline Elective offerings</i>			
	<i>CRIM 352 – Addictions & Impulse Control – added to Non-Core Breadth Elective offerings</i>			
	<i>CRIM 353 – Comparative Corrections – added to Discipline Elective offerings</i>			
	<i>LAW 354 – Canadian Courts – Evolving Through the Charter – merged with LAW 402 Foundation of Law – New course: Issues in Canadian Law offered in semester 5</i>			
Year Four				
Semester 7	Advanced Social Policy	3		42
	Senior Level Thesis Research Project 1	3		42
	Discipline Elective	3		42
	Discipline Elective	3		42

Year & Semester	Course Outline	Core Credits	Non-Core Credits	Hours
	Non-Core Breadth Elective		3	42
<i>Courses Moved</i>	<i>CRIM 401 – Restorative Justice – moved to semester 8</i>			
<i>Courses merged, added &/ eliminated</i>	<i>PSYC 301 – Psychology of Criminal Conduct merged with CRIM 403 – Clinical Criminology – New course: Forensic Psychology offered in semester 6</i>			
	<i>LAW 354 – Canadian Courts – Evolving Through the Charter – merged with LAW 402 Foundation of Law – New course: Issues in Canadian Law offered in semester 5</i>			
	<i>MGT 404 – Management in the Criminal Justice System – added to Discipline Elective offerings</i>			
Semester 8	Restorative Justice	3		42
	Senior Level Thesis Research Project 2	3		42
	Discipline Elective	3		42
	Discipline Elective	3		42
	Non-Core Breadth Elective		3	42
<i>Courses Renamed</i>	<i>CRIM 451 – Special Topics in Criminal Justice – moved to semester 7 & renamed to Senior Level Thesis Research Project 1</i>			
	<i>CRIM 452 – Criminal Justice Research Project – Renamed to Senior Level Thesis Research Project 2</i>			
	<i>CRIM 453 – Social Policy Issues & the Criminal Justice System – renamed as Advanced Social Policy offered in semester 7</i>			
<i>Courses merged, added &/ eliminated</i>	<i>CRIM 454 – Crime Prevention – added to Discipline Elective offerings</i>			

4.4.5 Non-Core Course Schedule Developments and Proposed Changes

Under the current curriculum Bachelor of Applied Arts (Criminal Justice) students completed 4 designated and 4 non-designated breadth electives. Since the initial consent was granted for the BAA (CJ) program there have been developments in the province and at Humber in requirements for non-core breadth electives.

The proposed change for this program includes an increased number of non-core breadth elective offerings from 8 to a total of 10 courses eliminating any designated courses. This proposed change to 10 non-core breadth electives draws from Humber's wide ranging set of non-core electives.

The non-core course component of the program meets PEQAB's standards where at least 20% of the curriculum credit hours are outside the field of study in order to further the student's breadth of knowledge. Since the initial consent was granted, Humber has moved to ensure that in all degree programs the non-core component constitutes 25% of the program curriculum. As a result, the BAA(CJ) will make changes to the curriculum to accommodate this policy. Under the revised curriculum, students will complete 10 breadth electives, following academic requirements for no more than 70% at the lower level, at least one lower and one upper level breadth elective from two of the three categories as described below:

1. Society, Culture and Commerce (SCC)

This category includes the social sciences, and commerce. Courses in this category examine: i) human society and social relationships, including anthropology, political science, psychology, sociology, education, communication, and law; and ii) the exchange of goods and services between nations or people, including business studies, and economics.

2. Science and Technology (ST)

This category includes the natural sciences, the formal sciences, and technology. Courses in this category examine: i) the objects, phenomena, or laws of nature and the physical world, including biology, chemistry, and physics; ii) formal systems, including logic, mathematics, and statistics; and iii) the application of science to industry or commerce, including computer science and engineering.

3. Arts and Humanities (AH)

This category includes the humanities and the fine arts. Courses in this category examine: i) the human experience or condition, including languages, literature, history, philosophy, and religion; and ii) the fine arts, including music, art, dance, and drama.

Lower and Upper Level Course Designation

Breadth courses will be designated as lower or upper level offerings, based on the range of complexity represented in the course learning outcomes, the course content, and/or the abilities required of the student, as reflected in the methods of evaluation.

More specifically, lower level courses will be those that have learning outcomes consistent with the lower end of Bloom's Taxonomy, and upper level courses will be those with learning outcomes reflecting the greater content mastery required when working from the upper end of Bloom's Taxonomy.

All lower level courses include a significant emphasis on the development of competencies in writing, reading and numeracy. Both lower and upper level courses will also contribute to the development of other competencies such as critical thinking, research skills, and verbal/presentation skills.

Students are required to complete one lower level breadth course in at least two of the three breadth categories. Students are required to complete one upper level breadth course in at least two of the three breadth categories. Students complete the remaining breadth degree requirements as free choice from the courses offered in the breadth categories. However, no more than 70% of their breadth courses may be at the lower level.

The distinction between a lower-level and upper-level breadth course is assessed by the breadth implementation committee based on amount of writing required, required reading, and the nature of the assignments and evaluations.

The New PEQAB Breadth Standards – 2009

When PEQAB released its new breadth standards in 2009, Humber was the first college to prepare and submit a comprehensive program breadth application. The PEQAB reviewer of that submission (Dr. Peter Emberley, Professor of Political Science, Carleton University) concluded that Humber's capacity to offer breadth education meets or exceeds the Board's requirements. Dr. Emberley submitted a very positive and detailed report of Humber's breadth package and provided Humber with some interesting suggestions for course areas of development for the future. Following Dr. Emberley's review of Humber's breadth/liberal arts curriculum against the Board's new requirement and the Board assessment of that review, Humber received notification from the Ministry that the Board found Humber's overall capacity to offer a liberal arts curriculum within its degree programs in applied areas of study to be satisfactory.

4.4.6 Work Placement Challenges and Developments

The required work placements in the BAA (CJ) are viewed by all stakeholders to be of tremendous value to the students and the program in terms of the ability to gain experience, the application of criminal justice issues and academic knowledge. However, there is a challenge with the structural rigidity of the terms of placement and its unpaid status in this field. Financial hardship for students who need this time to earn money to support themselves in the school year is a consistent complaint.

Work Placement Proposed Change

Humber requests a change to the original consent for this program to allow students to collect and document a minimum of 420 hours of work placement between semester 3 and prior to the beginning of semester 8. This request meets the revised PEQAB Program Content Standard 3, Benchmark 11 regarding work placement which states: “d) amounts to no less than 14 weeks of full-time equivalent work (420 hours), either in one block, or in multiple cumulative blocks appropriate to achieving the learning outcomes” (PEQAB Handbook for Ontario Colleges 2014, page 22).

4.4.7 Pathway Developments and Proposed Changes

Under the current consent, there are well defined pathways for students entering the degree program from the Police Foundations and Community and Justice Services diploma programs.

With an overall GPA of 75% or higher, graduates of these diploma programs may be considered for admission to the four-year BAA (Criminal Justice) degree program. In the case of the Police Foundations diploma program, graduates may complete the degree with the equivalent of six semesters of full-time study plus two eight-week work terms. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher.

In the case of the Community and Justice Services diploma program, graduates holding the required admission requirements for advanced standing may complete the degree with the equivalent of five semesters of full-time study plus two eight-week work terms unless they are exempt from previous studies. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher. There have been a number of examples of successful student outcomes resulting from these pathways as noted in Section 3: Self Study.

Pathway Consent Proposed Change

These transfer pathways were developed under the Port Hope Accord limiting student transfer. In light of the July 2013 PEQAB amendments to credit transfer eliminating previous limitations, Humber is revisiting its credit transfer models and proposes the following amendments to the earlier models. The summary for the block transfers are below. Detailed gap analyses for the three diploma program block transfers are available in Section 9.4.

Block Transfer Summary:

Diploma	Block Transfer
Community & Justice Services	Block transfer of 50% of degree-level credit for a 4-year degree program from a completed 2-year CJS diploma (60 credits). Applicable graduates of the two-year CJS diploma program will enter the degree at the beginning of third year. CJS graduates are required to complete a mandatory minimum 210 hour work placement between semester 5 and prior to the beginning of semester 8. These transfer students are exempt from an additional 210 hour work placement for those who have completed a 400 hour work placement in CJS diploma program.
Police Foundations	Block transfer of 50% of degree-level credit for a 4-year degree program from a completed 2-year PFP diploma (60 credits). Applicable graduates of the two-year PFP diploma program will enter the degree at the beginning of third year. PFP graduates are required to complete a mandatory minimum 420 hour work placement between semester 5 and prior to the beginning of semester 8.

Diploma	Block Transfer
Protection, Security and Investigation	Block transfer of 25% of degree-level credit for a 4-year degree program from a completed 2-year PSI diploma (30 credits). Applicable graduates of the two-year PSI diploma program will enter the degree at the beginning of second year. PSI graduates are required to complete mandatory minimum 420 hour work placement between semester 3 and prior to the beginning of semester 8.

Students holding similar or equivalent diplomas from other Ontario Colleges will also have access to transfer arrangements and advanced standing in the BAA (Criminal Justice) program.

Proposed CJS Block Transfer to Bachelor of Applied Arts (Criminal Justice)

Sem	Criminal Justice & Leadership	Criminal Justice Practice	Theory Foundations	Research	Discipline Electives	Breadth Electives
F (1)	Block Transfer					
W (2)	Block Transfer					
F (3)	Block Transfer					
W (4)	Block Transfer					
F (5)		Issues in Canadian Law		Mixed Research Methods		Elective 1
		First Nations People & Criminal Justice System		Introduction to Statistics		
WORK PLACEMENT – Mandatory accumulation of minimum 210 hours to be completed prior to Semester 8 for CJS graduates who have completed a 400 hour placement in CJS (no academic credit).						
W (6)		Forensic Psychology	Sociological Theories of Crime			Elective 2 Elective 3 Elective 4
F (7)		Advanced Social Policy		Senior Level Thesis Research Project 1		Elective 5 Elective 6 Elective 7
W (8)		Restorative Justice		Senior Level Thesis Research Project 2	Discipline Elective	Elective 8 Elective 9

Proposed PFP Block Transfer to Bachelor of Applied Arts (Criminal Justice)

Sem	Criminal Justice & Leadership	Criminal Justice Practice	Theory Foundations	Research	Discipline Electives	Breadth Electives
F (1)	Block Transfer					
W (2)	Block Transfer					
F (3)	Block Transfer					
W (4)	Block Transfer					
F (5)	Issues in Community & Institutional Corrections: Historical to Present	Issues in Canadian Law		Mixed Research Methods		
		Counselling Theory & Practice		Introduction to Statistics		
WORK PLACEMENT – Mandatory accumulation of minimum 420 hours to be completed prior to Semester 8 (no academic credit).						
W (6)		Forensic Psychology	Sociological Theories of Crime			Elective 1 Elective 2 Elective 3
F (7)		Advanced Social Policy		Senior Level Thesis Research Project 1		Elective 4 Elective 5 Elective 6
W (8)		Restorative Justice		Senior Level Thesis Research Project 2	Discipline Elective	Elective 7 Elective 8

Proposed PSI Block Transfer to Bachelor of Applied Arts (Criminal Justice)

Sem	Criminal Justice & Leadership	Criminal Justice Practice	Theory Foundations	Research	Discipline Electives	Breadth Electives
F (1)	Block Transfer					
W (2)	Block Transfer					
F (3)	Issues in Community & Institutional Corrections: Historical to Present	Counselling Theory & Practice	Principles of Sociology			
		Group Dynamics				
WORK PLACEMENT – Mandatory accumulation of minimum 420 hours to be completed prior to Semester 8 (no academic credit).						
W (4)	Contemporary Policing		Introduction to Criminology			Elective 2 Elective 3
	Victims in CJS					
F (5)		Issues in Canadian Law		Mixed Research Methods		Elective 4
		First Nations People & Criminal Justice System		Introduction to Statistics		
W (6)		Forensic Psychology	Sociological Theories of Crime		Discipline Elective	Elective 5
					Discipline Elective	
F (7)		Advanced Social Policy		Senior Level Thesis Research Project 1	Discipline Elective	Elective 6
					Discipline Elective	
W (8)		Restorative Justice		Senior Level Thesis Research Project 2	Discipline Elective	Elective 7
					Discipline Elective	

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Current Consent Designated Non-Core Courses

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	Introduction to Statistics	To Be Submitted
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SECTION 5: COURSE OUTLINES

Core Courses

Current Consent

Year One			
Semester 1	Introduction to the Criminal Justice System	Semester 2	Introduction to Criminology
	Human Rights & Diversity		Criminal Law & Procedure
	History of the Canadian Correctional Institution		Community Corrections
	Interpersonal Skills & Group Dynamics		Counselling Theory & Practice
	Breadth Elective: Introduction to Sociology		Breadth Elective: Introduction to Psychology
Year Two			
Semester 3	Youth & Crime	Semester 4	Social Problems & the Justice System
	Victims in the Criminal Justice System		First Nations Peoples & the Criminal Justice System
	Contemporary Policing		Case Management in Correctional Services
	Conflict Management		Statistics
	Breadth Elective: Ethics & Moral Theory		Breadth Elective: Social Psychology
Year Three			
Semester 5	Sociological Theories of Crime	Semester 6	Addictions & Impulse Control
	Psychology of Criminal Conduct		Canadian Courts – Evolving through the Charter
	Gender in the Criminal Justice System		Comparative Corrections
	Research Methods		Institutional Culture
	Breadth Elective		Breadth Elective
Year Four			
Semester 7	Clinical Criminology	Semester 8	Social Policy Issues & the Criminal Justice System
	Management in the Criminal Justice System		Special Topics in Criminal Justice
	Restorative Justice		Crime Prevention
	A Foundation of Law – How Case Law Reflects Canadian		Criminal Justice Research Project

	Core Values		
	Breadth Elective		Breadth Elective

*Note: Under the current consent, Introduction to Psychology, Principles of Sociology, and Ethics and Values were considered non-core breadth courses. In response to the change in PEQAB's benchmarks, those three listed courses will become core courses in the proposed revised consent.

Faculty:	
Email:	
Faculty	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

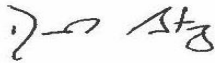
Course Title: Introduction to The Canadian Criminal Justice System			
Course Code: CRIM 101	Schedule Type Code:	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice		Pre-requisite(s): Nil	Co-requisite(s):
Pre-requisite for: CRIM 253 First Nations Peoples and the Criminal Justice System			
Restrictions:			

Program outcomes emphasized in this course. Students:

1. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
2. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
3. Describe and evaluate the complex role of the community in the Criminal Justice system.
4. Formulate and evaluate criminological questions with clarity.
5. Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.
6. Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.
7. Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.
8. Engage in an on-going process of self-knowledge and self-reflection.

Approved By:
Derek Stockley

Signature:
2013



Date: August

Course Description

Students gain an overview of the Canadian Criminal Justice System with a particular emphasis on the history, function, role and organization of Canadian law enforcement services. The operation of the criminal justice system is examined and analyzed in light of contemporary issues affecting the system. Each of the major components from enforcement through the courts and correctional services is explored.

Course Rationale

This course provides an introduction to how and why the criminal justice system operates in Canada. It is designed to provide students an overview of the parts of the system, how they interact and how they are involved in the process. This course is one of the foundations of understanding justice and crime.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the need for law in our society and analyze the evolution of laws.
2. Link the evolution of law to the needs of society.
3. Differentiate between consensus and conflict laws.
4. Trace the development of law in Canada, identifying the key events and legislation.
5. Explain the adversarial nature of the justice system and describe/differentiate the role and duties of the principle actors in the judicial process.
6. Outline and explain the various sentencing options.
7. Compare the organization, role and functions of federal, provincial and municipal services within the criminal justice system.
8. Illustrate with examples the interrelationships between the various components of the Criminal Justice system, police services, the court system, sentencing and the correctional system.
9. Identify contemporary issues in Canadian Criminal Justice and to cite examples that show key variables influencing one's perception and position on issues.
10. Identify key components and acts within the Criminal Code of Canada.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
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	Numeracy		Information Management		Personal
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Learning Resources

Required:

- Fleming T, Ramcharan S, Dowler, K & de Lint W (2007). *The Canadian Criminal Justice System* (2nd edition). Toronto: Pearson Prentice Hall.

Supplemental Resources:

Recommended:

- Martin's Annual Criminal Code. (Toronto: Canada Law Books, 2008 or later).
- Canadian Charter of Rights & Freedoms
- Geddes, John (2008) *Less Crime, More Fear*
- Leslie K (2011) *Secret G20 law in Toronto used for purposes beyond its intent: report*
- Martin Luther King Jr. Letter from Birmingham Jail
- Eyewitnesses: <http://www.innocenceproject.org/understand/Eyewitness-Misidentification.php>
- Video: The Confessions (PBS Frontline)
- Video: The Plea (PBS Frontline)
- Video: Getting off Easy (CBC)
- You be the judge: <http://ybtj.justice.gov.uk/>

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Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	What is Crime, what is Justice? Lies, dammed lies and Crime Stats	test	Flemming et al ch 1& 2 Martin Luther King Jr. <u>Letter from Birmingham Jail</u> Geddes, John (2008) Less Crime
2	Evolution/Need for Law in Canada	Test. Short Essay due Sept15	Flemming et al ch 3
3	Policing	test	Flemming et al ch 4,5 Video: The Confessions
4	Criminal Court System	Court project: week of Oct7	Flemming et al ch 6 Video: The Plea (PBS
5	Mid Term Exam	Week of Oct 15	
6	Criminal Trials	test	Flemming et al ch 7 Video: Getting off Easy
7	Corrections	test	Flemming et al ch 8
8	Alternatives to prison	Essay due Nov 3	Flemming et al ch 9
9	Victims of Crime	test	Flemming et al ch 10
10	Final Exam: week of Dec 2		

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

EVALUATION METHOD	%
In class tests (best 5 of 6)	10
Mid term exam.	20
Court project and presentation (group project)	15
Essays (Short Essay =5%, Long Essay = 25%)	30
Final Exam	25
Total:	100%

The last day to withdraw from this course without Academic Penalty is November 1, 2013.

Course Specific Policies and Expectations

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

Turnitin

We use Turnitin as a tool to assist you with your papers. Students are to submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial:

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are

provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://community.services.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

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Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:		
Email/Phone:		
Faculty Availability:		
Program Coordinator:		

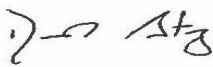
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: The History of the Canadian Correctional Institution			
Course Code: HIST 102	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: BAA – Criminal Justice		Pre-requisite(s): N/A	Co-
Pre-requisite for: MGT. 404			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Outline and interpret the historical development of the Canadian Correctional System.
- Describe and analyze the structure and operation of correctional facilities.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.

Approved By: Dean/Associate Dean: Derek Stockley

Signature: 
2013

Date: August

Course Description

This course examines the role of prisons in Canada's justice system, and in Canadian society. It explores a variety of controversies related to prisons, many of which are as old as prisons themselves. After describing the essential features of the corrections system, and the key players inside it, the course moves into a series of debates about the purposes of modern prisons. What are prisons meant to do? What do they actually do? What should they be doing instead? Students have an opportunity to find their own answers to these questions, and to develop strategies and plans consistent with their views.

Course Rationale

Prisons are central to corrections in Canada (and around the world). Anyone going into corrections or community justice needs to understand how they have achieved this status, and what it means for existing or potential alternatives.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the legal framework governing corrections in Canada.
2. Distinguish key patterns in the historical evolution of corrections.
3. Identify key considerations in the design, operation and management of prisons.
4. Show how the roles and responsibilities of correctional officers affect their relationships with inmates, administrators, and other prison staff.
5. Show how the inmate social system affects life in and outside prisons.
6. Explain the emotional and physical impact of incarceration on inmates.
7. Evaluate various approaches to reducing recidivism and identify the roles of rehabilitation and retribution in each approach.
8. Debate issues related to corrections, and create prison designs that reflect your views.
9. Examine the various uses of incarceration as an instrument of public policy.
10. Assess the significance of emerging issues (like mental illness or abolition) in corrections.
11. Plan micro- or macro-level strategies for advocating change in corrections, and create an advocacy piece that reflects your views.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking & Problem Solving	<input type="checkbox"/>	Interpersonal
	Numeracy	<input type="checkbox"/>	Information Management	<input type="checkbox"/>	Personal Management

Learning Resources

Required:

There is no textbook for this course. All required readings are available in digital form via Blackboard. See “Course Content” below and Blackboard “Course Readings” for the weekly reading schedule and a detailed reading list. You must come prepared for every class, having read all the required readings for that week. Please note that multiple readings for one week usually mean that each reading is fairly short and/or easier.

Supplemental:

Students may want to pursue some course topics in more depth. Some additional resources are listed in the “Course Readings” on Blackboard, and the instructor may have more of what you need. As well, supplemental resources such as web links and handouts will be distributed via Blackboard from time to time.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

WEEK/UNIT <i>(*For dates, see Blackboard)</i>	DEBATE TOPICS	ASSESSMENT	RESOURCES <i>(All required, except §)</i>
1. Course Introduction & Overview	<i>Do Canada's prisons work?</i>		<ul style="list-style-type: none"> § Fleming et al, The prison system Sign up for (a) groups on BB; (b) on Turnitin.com (see below for code #)
2. History: Punishment before Prison	<i>Are prisons worse than older punishments?</i>	R. TEST # 1 (on Weeks 1-2)	<ul style="list-style-type: none"> Sellin, A look at prison history Last day to choose Pres. Groups.
3. Buildings 1: Inventing the Penitentiary	<i>Is solitary confinement a form of torture?</i>	Clipping #1 Presentations	<ul style="list-style-type: none"> Gawande, Hellhole
4. People 1: The Role of COs	<i>Could COs do their jobs if they were unable to use force?</i>	R. TEST # 2 (on W2-3) Presentations	<ul style="list-style-type: none"> Harris, Kingston Videos: <i>A career at CSC vs. From a CO's point of view (hard Time) Pt. 1</i> First day to do Writing Test on BB.
5. Buildings 2 Supermax Prisons	<i>Are supermax prisons necessary?</i>	WRITING TEST (Blackboard)	<ul style="list-style-type: none"> Franzen, Control units § EPIC, Superprisons in Canada Video: TBD Last day to do Writing Test on BB.
6. People 2 Inmates & Incarceration	<i>Do most prisoners find life in prison better than life outside?</i>	R. TEST # 3 (on W5-6) Presentations	<ul style="list-style-type: none"> Clemmer, The prison community Sykes, The pains of imprisonment
7. ESE & Recidivism 1 Essay skills briefing + Video	<i>No debate.</i>	ESSAY SKILLS EXERCISE	<ul style="list-style-type: none"> APA referencing guide Ferns, Understanding plagiarism Video: <i>Scared straight: 20 years later</i>
8. Recidivism 2: Scared Straight?	<i>Should offenders be "scared straight"?</i>	Clipping #2 Presentations	<ul style="list-style-type: none"> Finckenauer, Ruminating about ... Parenti, Balkans in a box...

WEEK/UNIT <i>(*For dates, see Blackboard)</i>	DEBATE TOPICS	ASSESSMENT	RESOURCES <i>(All required, except S)</i>
9. Recidivism 3: Rehab in Prison?	<i>Should we expect rehab to work in prison?</i>	R. TEST #4 (on W8-9) <i>Presentations</i>	<ul style="list-style-type: none"> Andrews & Bonta, Rehabilitating... S Daoust, The paradox in...
10. Issues 1: Advocacy & the Assignment <i>(with examples)</i>	<i>Does the Tamms closing show that real change can come from polite lobbying?</i>	Clipping #3 <i>Presentations</i>	<ul style="list-style-type: none"> CCEDCNet, The art of advocacy Kunichoff & Menendez, Fight over... O'Connor, New app lets you...
11. Issues 2: Prison Labour	<i>Is slavery being reconstructed inside American prisons?</i>	R. TEST #5 (on W10-11) <i>Presentations</i>	<ul style="list-style-type: none"> Babbage, Ontario Tories would ... Smith & Hattery, If we build it... S Gopnik, The caging of America
12. Issues 3: Native Justice?	<i>Do Canadian prisons promote racism?</i>	Clipping #4 <i>Presentations</i>	<ul style="list-style-type: none"> La Prairie, Aboriginal overrep... CCJA, Part IV: Aboriginal people... <i>The Star.com</i>, Unequal justice...
13. Issues 4: Ashley Smith & Abolition	<i>Does the Ashley Smith case help to show that prisons should be abolished?</i>	A.A. DUE (Friday 11:59 pm) <i>Presentations</i>	<ul style="list-style-type: none"> Ross, Resisting the carceral state... Davis, Abolitionist alternatives... S Sapers, A preventable death (pp. 2-26)
14. Final Exam	NB: May not be usual day/time this week if exams are centralized.	FINAL EXAM	<ul style="list-style-type: none"> Multiple-choice & short answer questions covering entire course. May not be in regular classroom.

PLEASE NOTE: this course schedule may change as resources and circumstances require. For example, we are trying to arrange a prison trip that might disrupt classes sometime after midterm.

Student Evaluations

Assignments	(* = before or partly before Midterm)	%
News Clippings*	(4 x 2%, weeks 3, 8, 10, & 12)	8
Reading Tests*	(Best 3 x 4 %, weeks 2, 4, 6, 9 & 11)	12
In-Class Assignments*	(random weeks & various values)	8
Writing Test *	(for completion by the end of the class day in week 5)	2
Essay Skills Exercise*	(week 7, first half of class)	10
Group Reading Presentation	(various weeks)	15
Trip/Alternative Assignment	(due after trip)	5
Advocacy Assignment	(due to BB, with Turnitin score on Friday, Nov. 29)	15
Final Exam	(week 14, multiple choice + short answer, covers the entire course)	25
Total	(50% is a passing grade)	100%

Course Specific Policies and Expectations

A Note on Participation:

During group and class discussions, we want to hear from everybody, and to encourage an atmosphere of tolerance and mutual respect. Vocal students should expect to restrain themselves, and quieter students should expect to express themselves, more than they normally do. We should all aim for brief, insightful contributions, which help to move the discussion along.

Assignments

NOTE: ONLY HIGHLIGHTS ARE LISTED BELOW. DETAILED REQUIREMENTS FOR ALL ASSIGNMENTS ARE ON BLACKBOARD. YOU ARE RESPONSIBLE FOR KNOWING AND MEETING THOSE REQUIREMENTS.

NEWS CLIPPINGS (4 x 2% = 8%)

Every few weeks at the **beginning** of class you will hand me an article from a newspaper, magazine, or internet news source on which you have printed your first and last names, and one sentence indicating how the article relates to anything in this course. See Table above for the

relevant weeks. These articles *may not be more than 7 days old or more than one page long*. I will record and return your submissions. Marks will be deducted if the above instructions are not followed.

READING TESTS (3 x 4% = 12%, BEST 3 OF 5)

These will be short multiple-choice tests during regular class time. Each will ask 10 multiple-choice or true/false questions about topics covered in the **required readings** for that that week and the previous one. At the end of the year, your **3 best** test scores will count toward your **final grade**. Please note that ***there will be NO make-up Reading Tests, under any circumstances***. If you miss or fail a test, it will become a low score that is less likely to count in the end.

WRITING TEST (2%)

Strong English writing skills are essential for success in college, and for careers in community and criminal justice. Everyone who completes this short test on Blackboard before the deadline will get 2% added to their final grade, *whatever they score on the test*. Those who do not do well on the test should get help from the Writing Centre (F-201, ext. 3313) well before written assignments begin to come due after midterm.

ESSAY SKILLS EXERCISE (10%)

Part of the week 7 class will be devoted to college-level essay writing skills. After we review the APA citation format and some issues related to plagiarism, you will do a multiple-choice test based on what you have learned. Make sure you have studied the APA Referencing Guide and the Ferns piece *before* your arrive in class.

IN-CLASS ASSIGNMENTS (8%)

These are easy marks to get if you are in class, and easy marks to lose if you are absent. They are NOT attendance marks. Unless I receive your full name on the assigned work in class, you will lose marks.

GROUP READING PRESENTATIONS (15%)

Everyone will take part in one group debate, with your arguments **drawn from the required readings**. These will focus on the question of the week (in italics in chart above). There will be about 3 people on the "yes" side and 3 on the "no" side of each topic. Each group will prepare a 6-slide Short PowerPoint slideshow and a 10-minute presentation. **SEE BLACKBOARD FOR ESSENTIAL ASSIGNMENT REQUIREMENTS THAT WILL DETERMINE YOUR GRADE.**

□

NB: Those who don't sign up by the Week 2 class will be assigned randomly to a group. □

WARNING: *Often the most difficult part of group work is trying to schedule meeting times and places. Plan ahead, or your marks will suffer!*

TRIP/ALTERNATIVE ASSIGNMENT (5%)

Everyone who goes on the trip earns 5% toward their final grade. Those who cannot go on the trip can earn the same 5% by completing the Trip Alternative Assignment. See Blackboard for details.

ADVOCACY ASSIGNMENT (15%)

The Advocacy Assignment has two parts: an Advocacy Piece combining images and text, and a Rationale that identifies a target audience and explains how this piece will reach them. Both

must be based on one answer to a question of the week (see chart above). And both must be in Word (.doc or .docx), Adobe (.pdf) or video (.mov, .avi, .wmv, .mp4) format, and *submitted to the Blackboard "Assignments" drop box with the originality score obtained from Turnitin by 11:59 pm on Friday November 29.*

WARNING: *Special penalties apply for submission screw-ups, lateness and improper citation. See Blackboard for details about these, and for other essential assignment requirements that will determine your grade.*

FINAL EXAM (25%)

The final exam will combine short answers and multiple-choice questions, and will cover all course materials and class discussions. It may be held during regular class times, but the location and times may change if we move to centralized exams. **DO NOT BOOK FLIGHTS OR HOLIDAYS BEFORE THE END OF WEEK 14!**

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice Degree Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Missed Examinations

If you are unable to write an exam during class time, immediately call, e-mail, or see your professor. If you are ill, etc., **documentation** will be required before a make-up or another assignment is considered. Please note that there are **NO** make-ups for the Reading Tests, since only the best 3 of these are counted.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per the Criminal Justice Policy Manual (10% per day for 5 calendar days, with no submissions after that). **IMPORTANT NOTE:** Late Vouchers may only be used for the Advocacy Assignment, and not for any other assignment in this course.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. *Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.*

Turnitin and Plagiarism

We use Turnitin as a tool to assist you with your papers. Students are to (a) submit any text (not pictures) on their Advocacy Assignments to www.turnitin.com in order to get an "originality score" and then (b) submit that score with their AA to the Blackboard "assignments" icon. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site.

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- a draft bibliography prior to submission of the final work;
- that the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- the submission of specified rough notes and drafts.

o

TURNITIN PASSWORD: “ prisons ” CLASS ID # for H102.01: 6537104 CLASS ID # for H102.02: 6537106 CLASS ID # for H102.03: ask instructor
--

Other Requirements: Degree Students

<i>In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of \geq 65% in order to be eligible for graduation.</i>

Policies and Procedures

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Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

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Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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x5180

North Campus: (416) 675-6622

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Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

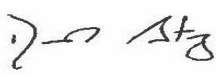
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Interpersonal Skills and Group Dynamics			
Course Code: Psych 114	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Criminal Justice Degree	Pre-requisite(s): n/a	Co-requisite(s): n/a	
Pre-requisite for: Psych 154: Counselling: Theory and Practice			
Restrictions: n/a			

Program outcomes emphasized in this course. Students:

- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.
- Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.
- Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.
- Demonstrate effective conflict management skills.
- Engage in an on-going process of self-knowledge and self-reflection.

Approved By:
Associate Dean: Derek Stockley

Signature: 

Date: August 2013

Course Description

Students are introduced to the theories and concepts of interpersonal communication. They practice verbal, non-verbal and written communication skills, all of which are essential in order to function effectively in the field of corrections. Boundary issues, anger and conflict resolution, providing constructive feedback, practicing tolerance and learning how to express difficult emotions appropriately are covered. In addition, students begin the process of self-reflection in order to gain insights into their own behaviour and attitudes. Part two of this course involves the study of group dynamics and allows students to apply their interpersonal skills to a group setting. It examines the basic issues and key concepts of the group process and outlines how group leaders can apply these concepts when working with groups in institutional and community settings. Students are involved in experiential learning groups during the class.

Course Rationale

Interpersonal and Group Skills is offered to Criminal Justice degree students in the first semester of year 1 in order to give them a grounding in the psychological concepts and practical skills they will need to work with other students throughout their degree program and as graduates working with others in the field. This foundation equips students to further develop their intervention skills in year 2 through Psych 154: Counselling: Theory and Practice.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Communicate effectively verbally and non-verbally with individuals and in groups, employing principles of effective communication.
2. Identify the content and relational aspects of messages delivered and received.
3. Identify the most appropriate communication behaviours in a variety of situations.
4. Distinguish between and label debilitating and facilitative emotions.
5. Employ the following response styles:
 - Advising
 - Judging
 - Analyzing
 - Questioning
 - Supporting
 - Prompting
 - Paraphrasing
6. Identify effective listening behaviour.
7. Assess and label the leadership skills used by individuals leading groups.
8. Identify and examine the characteristics of an effective and ineffective group.
9. Describe and evaluate the dynamics of a group considering the stages of group development.
10. Evaluate the various roles in a group and the impact that these roles have on the dynamics and success of a group.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication - X	Critical Thinking & Problem Solving - X	Interpersonal = X
Numeracy	Information Management	Personal Management - X

Learning Resources

Required Resources:

- Wood, J., & Schweitzer, A. (2010). *Everyday encounters: An introduction to interpersonal communication*, (4th Canadian Ed.). Toronto, Ontario: International Thomson Publishing.

Supplemental Resources:

- To be provided to students through Blackboard as a Library Course Reader.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law, which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	The Importance of Human Communication	Participation through the course (20%)	<ul style="list-style-type: none"> Chapter 1
2	Self-concept & Perception		<ul style="list-style-type: none"> Chapter 2 & 3
3	Mindful Listening		<ul style="list-style-type: none"> Chapter 8 Practice role play scenario
4	Emotions & Professionalism		<ul style="list-style-type: none"> Chapter 4 Professionalism take-home assignment
5	Non-verbal Communication & Diversity		<ul style="list-style-type: none"> Chapter 6 & 7
6	World of Words & Midterm Review	Participation grade (for first half of course)	<ul style="list-style-type: none"> Chapter 5 Review material
7	Midterm Exam	Midterm Exam (25%)	
8	Conflict		<ul style="list-style-type: none"> Chapter 10 Role-play scenarios
9	Groups: Definition & Types	Role-Play Videotape (5%)	<ul style="list-style-type: none"> Beebe, S. A., & Masterson, J. T. (2006). Communicating in Small Groups. Chapter 1: Introducing Groups and Team Principles and Practice. (p.2-33)
10	Groups: Roles, Functions, & Challenges		<ul style="list-style-type: none"> Barsky, A. E. (2007). Conflict resolution for the helping professions. Chapter 5: Group Facilitation. (p. 185-214). Group roles activity
11	Groups: Process & Leadership	Role-Play Analysis Paper (25%)	<ul style="list-style-type: none"> Engleberg, I. N., & Wynn, D. R. (2013). Chapter 5: Group Leadership (p.98-122).
12	Groups and the Criminal Justice System		<ul style="list-style-type: none"> In-class Film Analysis

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
13	Review of Video Assignment & Final Review		<ul style="list-style-type: none"> Review of video assignment and final exam review
14	Final Exam	Participation grade (for second half of course) (10%) Final Exam (25%)	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

Participation	20%
Mid-term Exam	25%
Role Play Video Tape	5%
Role Play Analysis Paper	25%
Final Exam	25%
Total:	100%

Course Specific Policies and Expectations

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

Turnitin

We use Turnitin as a tool to assist you with your papers. Students are to submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial:

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Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations, which can be found on the following, website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Service also has a handbook, which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://community-services.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

Research activity carried out in this course is only for professional skills development as defined by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS). This activity includes gathering information from humans by means of observation, surveys, and/or interviews only as these activities relate to professional practice. The results or findings of these activities will not be disseminated beyond the classroom.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Human Rights and Diversity			
Course Code: SOCI 113	Schedule Type Code:	Credit Value: 3	Class Hours: 42
Programs: Criminal Justice Degree	Pre-requisite(s): n/a	Co-requisite(s): n/a	
Pre-requisite for: CRIM 253 First Nations Peoples and the Criminal Justice System			
Restrictions: n/a			

Program outcomes emphasized in this course. Students:

- Critically examine and describe a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.
- Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.

Approved By: Dean/Associate Dean: Derek Stockley

Signature: 

Date: August 2013

Course Description

Students study the human rights principles which form the foundation of various human rights laws, treaties and covenants. They are introduced to relevant international, national and provincial legislation with a view to analyzing both the theory and the application of the laws. In addition, there is a focus on issues of social inequality and social injustice confronting minorities in Canada and throughout the world. The over-representation of minority groups within the criminal justice system is studied.

Course Rationale

Students gain a grounding in the sociological principles and concepts and analytical skills they need to equip them for working with others of different identities, both as students and as graduates. This foundation helps them to further develop their skills in year 2 through SOCI 251: Social Problems, and CRIM 253: First Nations Peoples and the Criminal Justice System and in year 4 through SOCI 453: Social Policy Issues and the Criminal Justice System.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define key concepts and terms.
2. Identify international, federal and provincial human rights legislation and analyze the impact of such legislation on the lives of Canadians.
3. Analyze the role and the effectiveness of human rights legislation.
4. Relate Canada's human rights history to the introduction of multiculturalism policy.
5. Explore multiple forms of social inequality including family structure, religious attitude, disability issues, racism, gender inequality, and discrimination based on ethnicity in Canada.
6. Describe the history and current situation of Aboriginal peoples in Canada.
7. Analyze and describe the over-representation of minority groups in the criminal justice system in Canada.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication x	Critical Thinking & Problem Solving x	Interpersonal x
Numeracy	Information Management	Personal Management x

Learning Resources

Required Resources:

- Course Reader (Available from the Humber College Lakeshore bookstore)

Supplemental Resources:

- Canadian Charter of Rights and Freedoms, Constitution Act 1982
- <http://laws.justice.gc.ca/en/charter/index.html#titre>
- The Human Rights Code of Ontario
- http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90h19_e.htm_3

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1.	Introduction	Participation (10% Throughout the Term)	
2.	Human Rights	(Advocacy Presentation Sign-Up)	Course Reader Chpt 1 (Tremblay et al (2008). "Introduction: Foundations of Human Rights" in <i>Understanding Human Rights: Origins, Currents and Critiques</i> . Toronto: Nelson Education Ltd. pp. 3-20) UN Declaration of Human Rights http://www.ohchr.org/en/udhr/pages/introduction.aspx

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
3.	Social Inequality and Stratification in Canada	Quiz (5%)	Course Reader Chpt 2 (Angelini, P. (2012). "Social Inequality and Stratification in Canada" in <i>Our Society: Human Diversity in Canada</i> . Toronto: Nelson Education Ltd. pp.65-92).
4.	Anti-Oppression Approaches	In-Class Assignment - Newspaper Analysis (10%)	Course Reader Chpt 3 (Bishop, A. (2002). <i>Becoming an Ally: Breaking the Cycle of Oppression in People</i> . Halifax: Zed Books. Chpt 3, pp 47-59).
5.	Promoting Human Rights: Individual and Organization	Quiz (5%)	Course Reader Chpt 4 (Tremblay et al. (2008) "Promoting Human Rights: Individuals and Organizations" in <i>Understanding Human Rights: Origins, Currents and Critiques</i> . Toronto: Nelson Education Ltd. pp. 57-81)
6.	Becoming an Ally	Quiz (5%)	Course Reader Chpt 5 (Bishop, A. (2002). <i>Becoming an Ally: Breaking the Cycle of Oppression in People</i> . Halifax: Zed Books. Chpt 8, pp 109-124).
7.	Ethnic Relations and Race	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group)	Course Reader Chpt 6 (Murray et al, (2014) "Ethnic Relations and Race" in <i>Sociology in our Times</i> . 6 th Ed. Toronto: Nelson Education Ltd. pp. 272-303).
8.	Religion and Social Cohesion in the Canadian Context	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group)	Course Reader Chpt 7 (Murray et al, (2014) "Religion" in <i>Sociology in our Times</i> . 6 th Ed. Toronto: Nelson Education Ltd. pp. 420-447).
9.	Aboriginal Peoples	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group Presentation)	Course Reader Chpt 8 (Belanger, Y. (2014) " <i>The Indian Act and Indian Affairs Canada</i> " in <i>Ways of Knowing: An Introduction to Native Studies in Canada</i> . Toronto: Nelson Education Ltd. Pp. 109-139).

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
10.	Disability as a Difference	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group Presentation)	Course Reader Chpt 9 (Angelini, P. (2012). "Disability as Difference" in <i>Our Society: Human Diversity in Canada</i> . Toronto: Nelson Education Ltd. pp.197-216).
11.	The Role of Gender	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group Presentation)	Course Reader Chpt 10 (Murray et al, (2014). "Gender" in <i>Sociology in our Times</i> . 6 th Ed. Toronto: Nelson Education Ltd. pp. 304-334).
12.	Family and Family Values	Advocacy Presentation 15% (one group per class) Advocacy Project - Individual Paper 25% (Due the same week as Advocacy Project Group Presentation)	Course Reader Chpt 11 (Angelini, P. (2012). "Diversity in Canadian Families: Traditional Values and Beyond" in <i>Our Society: Human Diversity in Canada</i> . Toronto: Nelson Education Ltd. pp. 277-312).
13.	Review for the Final Exam		
14.	Final Exam	Final Exam 25%	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

Quizzes	15% (5% each Quiz - Unit 3, 5, and 6)
In-Class Assignment — Individual Newspaper Analysis Presentation	10% (Unit 4)
Participation (Using CJ Rubric)	10% (Throughout the Term – 5% assigned in week 7, final 5% assigned in week 14)
Advocacy Project - Individual Paper (in small groups students choose a current Human Rights issue. Individually students write a paper which discusses: - How they are personally connected to this issue,	25% (Due the same unit as Advocacy Project Group Presentation)

- The history of this issue as it relates to Human Right legislation and practice and - Argue how this issue is, or could be, addressed by Human Rights legislation and practice)	
Advocacy Project - Group Presentation (in the same groups students do a presentation using any format that conveys the human rights issue, with an aim towards raising awareness and public action)	15% (One group per unit, covering the specific human rights “interest group” in the schedule for that unit)
Final Exam	25% (week 14)
Total:	100%

Course Specific Policies and Expectations

Attendance

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Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

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Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

RESEARCH ACTIVITY

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
x					

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Faculty:	
Email:	
Faculty	
Program Coordinator:	

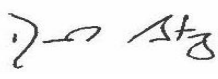
**COURSE OUTLINE ACADEMIC YEAR
2013/2014**

Course Title: Introduction to Criminology			
Course Code: Crim151	Schedule Type Code:	Credit Value: 3	Class Hours: 3
Programs: Criminal Justice Bachelor of Applied Arts Degree Program	Pre-requisite(s): N/A	Co-requisite(s): N/A	
Pre-requisite for: CRIM 202, SOCI 303, PSYC 301, CRIM 403, CRIM 451, CRIM 454			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Examine a range of research strategies and methods and assess the appropriateness of their use.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.
- Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.
- Engage in an on-going process of self-knowledge and self-reflection.

Approved By: Dean/Associate Dean: Derek Stockely

Signature 

Date: August 2013

Course Description

Students examine various theories of criminal and deviant behaviour including the sociological, biological and psychological perspectives. Various typologies of crime are explored as well as topics such as crime and the media; fear of crime; victimization; gender and crime; and reaction to crime. The reality of crime in Canada is examined through crime statistics and correlates of criminal behaviour. The impact of theory on the development and effectiveness of the criminal justice system is discussed with an emphasis on future trends within the system. The course also offers an in-depth understanding of criminology as a scientific method of studying crime and criminals.

Course Rationale

This course is to describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice. It enables students to apply criminological theories to various types of criminal behavior and deviance.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Formulate and evaluate criminological questions with clarity
2. Explain crime, criminality and deviance based on historical and contemporary criminology theories.
3. Explain the value of theory, research, and method in the application to problems of criminology.
4. Define and explain major issues, concepts and debates surrounding society's approach to crime.
5. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
6. Apply criminology theory to practical problems in the study of crime, criminal behaviour and prevention.
7. Evaluate and compare criminological theories
8. Evaluate complex issues such as theories of crime, deviance, victimization, and penal practice.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

✓	Communication	✓	Critical Thinking & Problem Solving	✓	Interpersonal
	Numeracy		Information Management		Personal

Learning Resources

Required Resources:

- Adler, F., Mueller, G., Laufer, W., Grekul, J. (2012). *Criminology* (2nd. ed.). The United States of America: McGraw-Hill Ryerson.

Supplemental Resources:

- Hackler, J. (2007). *Canadian Criminology*. (4th ed.). Canada: Pearson Education Canada.
- Professor provide additional reading material from time to time to supplement readings (i.e.: current issues / social problems in the media)

Copyright

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Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction / Orientation: What is Criminology, What is Crime / Deviance, Crime vs. Offences, and Origins of Criminology?		Textbook –Chapter 1
2	Crime in Canada / Gathering Data: Purpose of Crime Data, Sources of Crime Data		Textbook –Chapter 2
3	History of Criminology: Classical Criminology, Neo-classical Criminology	Q1 -CH 1-2	Textbook –Chapter 3
4	History of Criminology: Positivist School of Thought, and Pioneers.		Textbook –Chapter3
5	Biology and Crime: Determinism, Early Theories, Chromosomes and Crime, Adoption &Twin Studies		Chapter 3 & 4
6.	Psychological Theories of Crime (1): Demonology, Learning Theory, and Pioneers	Q2-CH 3-4	Chapter 3 & 4
7	Mid Term Exams	Mid-term Exam	Chapters 1-4

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
8	Psychological Theories of Crime (2). Sociological Theories of Crime		Chapter 4& 5
9	Sociological Theories of Crime 2		Chapter 6 & 8
10	Violent Crimes – Rates, Extent, Causes: Homicide, Sexual Assault and Robbery	Q3	Chapter 10
11	Violent Crimes: Continued	Essay Due	Chapter 10
12	Property- Related Offences: Break and Enter, Fraud, Arson, etc		Chapter 11
13	Organized / Corporate Crime: History / Emergence and Extent / Forms / Sources.	Q4	Chapter 12
14	Final Exam Week	Final Exam	Chapters 5-8 &10-12

Please note: this course schedule may change as resources and circumstances require. The last day to withdraw from this course without Academic Penalty is November 1, 2013.

Student Evaluations

Quizzes (4 in-class)	20%
Mid-Term Exam	20%
Research Essay	25%
Participation	10 %
Final Examination	25 %
Total:	100%

Course Specific Policies and Expectations

Attendance

Students are expected to attend each class and to participate in a professional manner. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

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If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://community.services.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

RESEARCH ACTIVITY

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
x					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

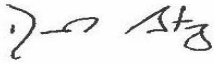
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Community Corrections			
Course Code: CRIM 152	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s):	Co-requisite(s):	
Pre-requisite for: CRIM 252 Case Management in Correctional Services, MGT. 404 Management in the Criminal Justice System CRIM 454 Crime Prevention			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Outline and interpret the historical development of the Canadian Correctional System.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify the process of program management and measure the cost and effectiveness of correctional programs.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Formulate and evaluate criminological questions with clarity.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall
- Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley

Signature: 
2013

Date: August

Course Description

Students are introduced to the theory and practice of community corrections. The historical evolution of community corrections is examined. The various components within the continuum of community corrections are critically analyzed, including probation, pre-trial release, conditional release and other forms of community supervision. The cost, benefits and challenges of community corrections are explored.

Course Rationale

Community corrections is a significant branch of the correctional system within and outside of Canada. It is essential that anyone studying the criminal justice system understands the purpose and role community corrections has within the criminal justice system.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Outline the historical development of community correctional practices in Canada.
2. Describe the role of community corrections within the criminal justice system.
3. Discuss issues related to striking a balance between the rights and best interests of offenders with the protection of the public.
4. Discuss the role of ethics in community corrections.
5. Describe the circumstances under which various forms of conditional release are granted and rescinded.
6. Distinguish between effective and ineffective community correctional programs.
7. Describe effective and long standing community correctional programs.
8. Identify and analyze the processes used to predict dangerousness.
9. Identify the challenges posed by special needs offenders in the community.
10. Describe the purpose and the application of the pre-sentence report.
11. Assess the future trends and experimental approaches being considered in the area of community corrections

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
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	Numeracy	X	Information Management	X	Personal Management
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Learning Resources

Required Resources:

There is no text book for this course rather an electronic reader accessible via the course blackboard website contains some of the required readings. All other readings are publically available at the links provided on the course website.

Supplemental Resources:

See course schedule for additional assigned readings.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

Topics begin with a historical overview of community based corrections. Students then explore the various types of community based correctional programs in more detail (diversion programs, bail, and probation, conditional release (statutory release, day & full parole and temporary absences) and residential programs. In addition they review assessment (risk/needs) practices, the needs of special populations (substance abusers, sex offenders, & female offenders). They examine the effectiveness of community corrections in terms of community safety, success and cost. The role of community partners such as advisory groups, non-profit agencies, victims groups, police, and advocacy groups are critically examined. Students finish the course by

exploring the emerging trends in community corrections as a result of technology, changing public policy, research findings and changing offender population.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1 Sept 9	Introductions & Course Overview	Find a News Article About Community Corrections Create Student Profile in Blackboard	
2 Sept 16	Historical Overview: Emergence of Community Corrections. Past to Present Day	Read the case study of Mr.Green provided by instructor. Bring your completed case study discussion preparation sheet. Be prepared to discuss your answers in a small discussion group and during the class lecture.	Chapter 8 -- Risk Management- EBook - Kelly-Ann Speck- The Evolution of Conditional Release in Canada - p.76-80 Available at: http://www.icclr.law.ubc.ca/files/books/Risk%20Management_English.pdf Griffiths, C.T. (2010). Alternatives to Confinement. In Canadian Corrections 3rd edition. (Your History of Canadian Institution Text)
3 Sept 23	Offender Assessment & Classification Principles of Effective Assessment and Risk Management		Cromier, R. B. (2009) Offender risk assessments: An overview of developments in Canada. In <i>Risk Assessment & Risk Management: A Canadian criminal justice perspective</i> . International Centre for Criminal law reform and criminal justice policy. Chapter 1 Available at: http://www.icclr.law.ubc.ca/files/books/Risk%20Management_English.pdf

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
			<p>Motiuk, L. L. (2009). Situating Individualized Risk and Needs Assessment in the Prison Population Management Framework. In <i>Risk Assessment & Risk Management: A Canadian criminal justice perspective</i>. International Centre for Criminal law reform and criminal justice policy. Chapter 2</p> <p>Available at: http://www.icclr.law.ubc.ca/files/books/Risk%20Management_English.pdf</p>
<p>4 Sept 30</p>	<p>Guest Speaker -- Brian Mortotsi, Correctional Program Officer with the Correctional Service of Canada</p>	<p>Quiz # 1 – covers weeks 1-3</p>	
<p>5 Oct 7</p>	<p>Community Supervision - Probation</p>	<p>Complete Pre-Sentence Report assignment and submit to the electronic Drop box in course website by midnight on Oct 21. Remember you must submit to Turn-it-In before submitting to drop box</p>	<p>Evans, Donald G. (2006) Trends in Community Corrections: The Case for Probation, Available at http://www.icclr.law.ubc.ca/Publications/2008/Book%20on%20Community%20Corrections/26%20Donald%20Evans%20Trends%20in%20Community%20Corrections.pdf</p> <p>Essential Skills. Parole and Probation Officers and Related Occupations</p>

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
			Available at: http://www10.hrsdc.gc.ca/English/ShowProfile.aspx?v=293
6 Oct 14		Pre-Sentence Report Due at midnight (electronically)	
7 Oct 21	Community Supervision - Parole		Chapter 13 -- Risk Management- EBook - Kelly-Ann Speck- Managing Static and Dynamic Risk factors in Community Corrections p.109-115 Available at: http://www.icclr.law.ubc.ca/files/books/Risk%20Management_English.pdf Further readings will be provided by instructor in class
8 Oct 28	Community Supervision – Parole Continued	Quiz 2- Covers weeks 4-6 Read and prepare Reporting Centre Case Study – Troy. Be prepared to discuss your answers in a small discussion group and during the next class lecture.	Griffiths, C. T. (2010). Release from Prison. In Canadian Corrections 3rd Edition. (Your text for History of Correctional Institution) Griffiths, C. T. (2010). Re-entry and Life after prison. In Canadian Corrections 3rd Edition. (Your text for History of Correctional Institution) Travis, Jeremy. (2004) <i>In Thinking About "What Works," What Works Best?</i> , Journal: The ICCA

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
			journal on community corrections (Available in E-Reader)
9 Nov 4	Community Residential Centres & Role of Non-Profit Community Partner Agencies	Reporting Centre Case Study – Troy -- to be discussed in class	Review St. Leonard's Crossroads website: http://www.stleonardstoronto.com/adult.html http://www.stleonardstoronto.com/pdf/Day%20Reporting%20Centres.A%20Service%20Delivery%20Model.pdf Evans, D. (2005). Community Engagement: A challenge for Probation/Parole. <i>Corrections Today</i> , 117-119. (Available in EReader) Blumenthal, S., Craissati, J., & Minchin, L. (2009). Development of a specialist hostel for the community management of personality disordered offenders. <i>Criminal Behaviour & Mental Health</i> , 19, 43-53. (Available in E-Reader)
10 Nov 11		Poster Presentations	
11 Nov 18	Special Offender Populations: Sex Guest Speaker – CSC		Swinburne Romine, Rebecca E. (2012), <i>Predicting Re-offense for Community-Based Sexual Offenders: An Analysis of 30 Years</i> (Available in E-Reader) Wormith, J. Stephen.

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
	Community Employment Counsellor/Offenders		<p>(2012). <i>The Predictive Validity of a General Risk/Needs Assessment Inventory on Sexual Offender Recidivism and an Exploration of the Professional Override</i>. (Available in EReader)</p> <p>Griffiths, C. T. (2010). Release from Prison. In Canadian Corrections 3rd Edition. (Your text for History of Correctional Institution)</p> <p>Griffiths, C. T. (2010). Re-entry and Life after prison. In Canadian Corrections 3rd Edition. (Your text for History of Correctional Institution)</p>
12 Nov 25	<p>Effectiveness of Community Corrections & Future Directions</p> <p>Course Review</p>	Quiz 3 – covers weeks 7 - 10	<p>Bonta, J., Wallace-Capretta, S., & Rooney, J. (2002). A quasi-experimental evaluation of an intensive rehabilitation supervision program. <i>Criminal Justice and Behaviour</i>, 27(3), 312-329 (Available in E-Reader)</p> <p>Seiter, R., & Kadela, K.R., (2003). Prisoner Re-entry: What works, what does not and what is promising. <i>Crime and Delinquency</i>, 49(3) 360-388 (Available in E-</p>

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
			<p>Reader)</p> <p>Community Corrections, Federal Community Corrections Strategy, Vision to 2020 http://www.csc-scc.gc.ca/text/faits/03-12-eng.shtml</p> <p>Review your notes and all readings prior to class</p>
<p>13 Dec 2</p>		<p>Final Exam</p>	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Pre-sentence report assignment	30
3 Case Based Tests	15
Participation (CJ Participation Rubric is used to assess)	10
Community Corrections Site Visit & Poster Presentation	20
Final Exam	25
Total:	100%

Course Specific Policies and Expectations

Please note that **all communication** related to preparing your group presentation **must** occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are **expected to attend each class** and to **participate in a professional manner**. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience

Turn-it-in

Students may submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of

the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

The last date to withdraw from this course without Academic Penalty is November 1, 2013.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course has received approval from the Humber Research Ethics Board (REB) in accordance with criteria established by the Tri-Council. This designation permits minimal and no risk projects involving human participants to be approved by the course professor. The professor has completed ethics training and is well qualified to oversee these research projects. Any projects undertaken that are of greater than minimal risk, including those conducted with vulnerable populations, must be individually approved by the Humber REB.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

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North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: LAW 153


COURSE TITLE: Criminal Law and Procedure

CREDIT VALUE: 3

PREREQUISITE: None

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:
Derek Stockley,
Associate Dean



August, 2013

Date

I. COURSE DESCRIPTION

Students are introduced to criminal law and the criminal process from the point of arrest to sentencing. They examine pertinent sections of the Canadian Charter of Rights and Freedoms and their impact on Canadian Criminal Procedure. There is a focus on individual rights and the

roles of the various players in the Criminal Justice System. There is a connection between criminal procedure and the manner in which the correctional system supports that process.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe the criminal process from the point of arrest to sentencing.
2. Identify the various criminal offence classifications and the consequences of the classifications in sentencing.
3. Identify the basic foundational rights and beliefs upon which our criminal justice system is based.
4. Detail the process of arrest, search and seizure and identify the Charter of Rights sections which support these processes.
5. Examine the pre-trial release options and describe the conditions that must be met in order for their use.
6. Describe the plea and the criminal trial process.
7. Describe the role of the various players in the criminal trial process, including the jury, the victim, the accused, witnesses, the police, the judge, the Crown and the defence attorney.
8. Identify the sentencing options available to the court, and the impact of the sentencing options on the correctional system.
9. Describe the appeal process.
10. Apply relevant case law to the criminal process.
11. Describe the basic defences which apply to the criminal process and relevant case law.
12. Explain the role of the correctional system in supporting the criminal law process.

III. COURSE CONTENT OUTLINE

1. Classification of offences, elections and jurisdiction
2. Compelling the appearance of the accused and judicial interim release
3. Informations, indictments, arraignment and plea
4. Crown disclosure and preliminary inquiry
5. Juries and procedure at trial
6. Sentencing and appeals
7. Illegal or improperly obtained evidence
8. Search and seizure
9. Electronic surveillance
10. Admissions and confessions
11. Types of evidence
12. Exclusionary rules

IV. REQUIRED TEXTS:

- Brockman, J. & Rose, V.G. (2011). Canadian criminal procedure and evidence (4th ed.). Toronto: Thomson Nelson.

V. ADDITIONAL REFERENCES:

- Students will be required to research case law through on-line resources as part of course assignment.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are ***expected to attend each class*** and to ***participate in a professional manner***. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

Weekly quizzes (best 6 out of 9)	30%
Assignment 1	20%
Assignment 2	20%
Final exam	30%
Totaal	100%

The passing mark for this course is 50 %.

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

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Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial <http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.



HUMBER

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BAA -

Criminal Justice

Faculty instructor	
Phone#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline
Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: PSYC 154

COURSE TITLE: **Counselling: Theory and Practice**

CREDIT VALUE: 3

PREREQUISITE: PSYC 114 – Interpersonal Skills and Group Dynamics

PROGRAM CO-ORDINATOR: Dr. Jeanine Webber

APPROVED BY: 
Derek Stockely
Associate Dean

August, 2013
Date

I. COURSE DESCRIPTION

Students examine the essential functions, scope and parameters of counselling in the correctional environment. They study the elements and challenges inherent in developing and maintaining a sound therapeutic alliance. Theoretical and practical approaches to counselling are reviewed and critiqued. Students differentiate and determine the benefits of individual and group counselling. They review relevant literature and apply skills to case studies, role plays and conduct a videotape analysis. This course promotes the melding of theory, practice and critical thinking as they relate to “real life” cases and best practices while ensuring that the outcome of the intervention is evaluated.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe the differences and benefits of individual and group counselling.
2. Describe the scope and parameters of their counselling relationships.
3. Identify and manage negative emotions generated from working with individuals within the Correctional population in an effective, timely and strength-based manner.
4. Explain the legal and ethical considerations specific to counselling with the Correctional population.
5. Apply and use self-reflection regarding basic counselling and intervention skills.
6. Develop and maintain a sound therapeutic alliance.
7. Recognize, analyze and generate alternatives to micro and macro obstacles to the counselling relationship.
8. Construct and apply an ethical framework, plan and implementation in counselling.
9. Apply varied treatment modalities.
10. Analyze and describe personality disorders as well as how to effectively manage related counselling issues.
11. Analyze and describe major mental illness as well as how to identify and respond to individuals suffering from these illnesses.
12. Identify and access resources and referrals when appropriate.
13. Demonstrate foundational skills regarding practice evaluation.
14. Identify practice issues related to working with offenders.

III. TEACHING PHILOSOPHY

Teaching in this course is guided by principles of adult education, empowerment, and reflexivity. These perspectives highlight students as active and self-directed learners. A core concept of each tradition is valuing one’s experiences and the potential sharing these experiences have for learning. Students are encouraged to share their insights with the group. In order for the teaching and learning process to be empowering, collaboration is emphasized, giving responsibility to both students and the professor for the course’s success. As such, the learning environment is based on shared leadership - the principle that we are all potential teachers and learners.

IV. COURSE CONTENT OUTLINE

Week	Topic
1-2	The Role of the Correctional Counselor Defining the relationship, identify the scope, roles, legal parameters, ethical issues and challenges regarding counselling and Corrections. Review the micro and macro implications on the relationship. Consent and confidentiality.
3	Legal, Ethical Issues when Counselling within the Criminal Justice System Rights of offenders, duty to warn, confidentiality, case notes, professional boundaries, informed consent, dual relationships
4 - 5	Assessment and Treatment Planning The goals of each stage of the counselling process
5 - 7	Interviewing and Counselling Skills Developing rapport with client, goal setting, dealing with resistance and involuntary clients
8-9	Common Theoretical Counselling Perspectives A review of behavioural, cognitive approaches to correctional counselling
10 - 13	Working with specific populations – Treatment needs and specific approaches when working with offenders with major mental illness, personality disorders, sex offenders, female offenders, young offenders, suicidal offenders
14	Final Exam

V. REQUIRED TEXTS:

- Hanser, R. D., & Mire, S.M.. (2011). *Correctional Counseling*. Upper Saddle River, NY Prentice Hall

VI. ADDITIONAL REFERENCES:

- Davidson, S. (1997). Risk assessment and management-a busy practitioner's perspective. *International Review of Psychiatry*, 9, 201-206.
- Deschner, J. P., McNeil, J. S., & Moore, M. G. (1986, January). A treatment model for batterers. *Social Csework: The Journal of Contemporary Social Work*, 55-60.
- Feder, L., & Dugan, L. (2004). *Testing a court-mandated treatment program for domestic violence offenders: the broward experiment* NIJ, <http://www.ncjrs.gov/pdffiles1/nij/199729.pdf>
- Gans, J. S. (1989, October). Hostility in group psychotherapy. *Journal of International Group Psychotherapy*, 39 (4), 499-516.
- Geffner, R., & Rosenbaum, A. (1990). Characteristics and treatment of batterers. *Behavioural Sciences and the Law*, 131 (8), 131-140.
- Lackstrom, J. B., & Macdonald, G. (2002). Termination: content and process. In F.J. Turner (Ed.), *Social Work Practice: A Canadian Perspective (2nd ed.)* (pp. 202-214). Toronto: Prentice-Hall Canada.

- Lindqvist, P., & Skipworth, J. (2000). Evidence-based rehabilitation in forensic psychiatry. *The British Journal of Psychiatry*, 176, 320-323.
- Mashall, W. L., & Serran, G. A. (2004). The role of the therapist in offender treatment. *Psychology, Crime & Law*, 10 (3), 309-320.
- Mesbur, E. S. (2002). Social group work practice: the Canadian experience. In F.J. Turner (Ed.), *Social Work Practice: A Canadian Perspective (2nd ed.)* (pp. 165-179). Toronto: Prentice-Hall Canada.
- Pleaselee, D. M. (1995). Counter transference with specific client populations: a comment on the treatment of male sexual offenders. *Journal of Child Sexual Abuse*, 4 (1), 111-115.
- Rice, M. E., Helzel, M. F., & Varney, G. W. (1985). Crisis prevention and intervention for psychiatric hospital staff. *American Journal of Community Psychology*, 13, 289-304.
- Rothery, M. (2002). The resources of intervention. In F.J. Turner (Ed.), *Social Work Practice: A Canadian Perspective (2nd ed.)* (pp. 241-281). Toronto: Prentice-Hall Canada.
- Skeem, J., & Louden, J. E. (2006). Toward Evidence-based practice for probationers and parolees mandated to mental health treatment. *Psychiatric Services*, 57, 333-342.
- Studer, L., & Aylwin, A. S. (2006). Pedophilia: the problems with diagnosis and limitations of CBT in treatment. *Medical Hypothesis*, 67, 774-781.
- Thomlison, R. J. (1984). Something works: evidence from practice effectiveness studies. *Social Work*, 29 (1).
- Tutty, L. M. (2002). In Setting of objectives and contracting. In F.J. Turner (Ed.), *Social Work Practice: A Canadian Perspective (2nd ed.)* (pp. 165-179). Toronto: Prentice-Hall Canada.
- Williams, D. J. (2006). Autoethnography in offender rehabilitation research and practise: addressing the us vs. them problem. *Contemporary Justice Review*, 10 (1), 23-38.

VII. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VIII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class and to participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are

brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

IX. METHOD OF STUDENT EVALUATION

1. **20% - Four quizzes.**
 - Quizzes will be evenly spaced out during the semester. Quizzes may consist of multiple choice questions, short answer questions, and case study analyses.
2. **20% - In class assignments.**
 - In class assignments will range from role-plays, preparing treatment goals, completing assessments using case studies etc.
3. **35% - videotape analysis of an interview**
 - The student will videotape a 5 – 7 minute section of a counselling interview (role – play your client must be a class member). An 8 page paper will accompany the video. The student will document the purpose and goal(s) of the session, intervention framework used to inform how the student approached the client, and a critical review of the student's use of basic interviewing skills. The student will identify strengths, areas for future development and include a plan for professional development.
4. **25% Final exam**

The passing mark for this course is 50 %.

Please note that *all communication* related to preparing any group presentations/assignments *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2010-2011 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial
<http://library.humber.ca/tutorials/QuoteIT/index.html>

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- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be

- o photocopied and submitted with the final paper; and/or
Require the submission of specified rough notes and drafts

X. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

XI. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XII. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XIII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS, The Student Code of Conduct and the BAA CJ PROGRAM POLICIES.

XIV. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented

experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XVI. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

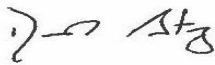
Course Title: Contemporary Policing			
Course Code: CRIM 201	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in	Pre-requisite(s): N/A	Co-requisite(s): N/A	
Pre-requisite for: N/A			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.

- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusion in a variety of appropriate academic formats.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Dean/Associate Dean:

Signature: 
2013

Date: August

Course Description

Students examine the past, present and immediate future of policing in Canada. They are introduced to the institution of policing, its structure, processes, and performance in achieving its mandated responsibilities and public expectations. Topics include police organization, the nature of police work, service delivery models, aboriginal policing, discretion, training, education, and police interaction with the public and agents of the criminal justice system. Lastly, the course encourages students to use academic research to explore the issues that confront Canadian public policing including individual and institutionalized misconduct, use of force controversies, the effectiveness of civilian oversight, differential policing, racial bias, civil unrest, recruiting demands, and the challenges inherent in the post 9/11 world.

Course Rationale

This course challenges students to take a critical approach to evaluating competing perspectives on contemporary policing issues in Canada. The development of Canadian policing has been influenced by its common law counterparts in Britain and the United States, but has evolved quite differently. Canadian policing continues to be shaped by tensions and opportunities for consensus and leadership within the diverse and transformative social and political landscape. A critical approach to current and emerging policing issues enhance students' ability to participate and guide change within the criminal justice system from a position of knowledge and understanding.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Summarize the origins and evolution of policing in Canada.
2. Describe the structures, organization and mandates of Canadian policing institutions.
3. Differentiate between public expectations and perceptions of policing in terms of ethics, accountability, transparency, and performance in meeting their mandates.
4. Contrast police accountability mechanisms used in Canada.
5. Evaluate the causes, extent and effects of police sub-culture characteristics.
6. Apply the National Use of Force Model to situations involving police application of force.
7. Contrast community policing with other service delivery models.
8. Assess the benefits and tensions within the police-media relationship.
9. Analyze the recruitment, training and police education processes and challenges in Canada.

10. Assess personal perceptions of patrol and investigative work against research.
11. Evaluate police criminal investigative strategies and techniques designed to combat violent crime.
12. Evaluate the effectiveness of police in adapting to a diverse and transformative society.
13. Assess the effectiveness of police crime prevention strategies.
14. Evaluate empirical, government and news literature relating to Canadian policing institutions and contemporary issues.
15. Identify principle challenges that police face to maintain legitimacy in the eyes of the public.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication X	Critical Thinking & Problem Solving X XXXcX	Interpersonal X
Numeracy	Information Management	Personal Management X

Learning Resources

Required Resources:

- Griffiths, C. (2013). *Canadian police work (3rd ed.)*. Toronto: Nelson Education

Supplemental Resources:

- On-line Humber library database

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Overview of Canadian Policing Issues		
2	Evolution of policing in Canada		Text chapters 1 and 2
3	Essay topic selection and thesis development		Humber library database
4	Governance and accountability	Group presentation	Text chapter 3
5	The police, training, socialization and sub-culture	Group presentation	Text chapter 4
6	Patrol and general duty policing	Group presentation	Text chapter 5
7	Police powers and the use of force	Group presentation	Text chapter 6
8	Police ethics and professionalism	Group presentation	Text chapter 7
9	Models of police work	Group presentation	Text chapter 8
10	Crime prevention and crime response strategies	Group presentation	Text chapter 9
11	Case Investigation	Group presentation	Text chapter 10
12	Police work in a diverse society	Group presentation	Text chapter 11

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENT	%
Group presentation – Week to be assigned	20
Mid-term examination – Week of October 21 st	20
Essay – Due <u>on</u> November 4th	30
Final examination – Week of December 2 nd	30

Total:	100%

Course Specific Policies and Expectations

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

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- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://community.services.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

RESEARCH ACTIVITY

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for

Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Victims in the Criminal Justice System			
Course Code: CRIM 202	Schedule Type Code:	Credit Value:3	Class Hours:42
Programs: Criminal Justice Bachelor of Applied Arts Degree Program	Pre-requisite(s): CRIM 151: Introduction to Criminology	Co-requisite(s):	
Pre-requisite for:			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Examine a range of research strategies and methods and assess the appropriateness of their use.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Dean/Associate Dean:

Signature: 

Date: August 2013

Course Description

Students examine and analyze various aspects of victimology such as intimate partner violence, child and youth victimization, elder victimization, sexual victimization, victimization of mass violence, restorative justice, crime prevention, methods of data collection etc. Criminological theories of victimization are analyzed and applied. There is a focus on the government's responsibility to support victims and an opportunity to analyze the effectiveness of this function. The experience of the victim is examined to understand the challenges that the victim faces as an individual, and in their defined role within the Criminal Justice System.

Course Rationale

This course provides in depth knowledge of how victimization can be explained, analyzed, and predicted based on some criminological theories. Students will be able to understand and analyze different forms of victimization and will learn how to deal with victims of crimes in their future career.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain different forms of victimization.
2. Analyze the major forms of victimization
3. Compare and contrast the media-based depictions of victims in our society with the reality of the crime victim.
4. Explain and criticize the sources and methods of data collection related to victimization
5. that exists in Canada.
6. Explain and differentiate between the criminological theories of victimization.
7. Analyze the relevance of the relationship between crime prevention and victimization.
8. Analyze the role of government in supporting victims and educating the public on issues
9. related to victimization in Canada.
10. Examine the purpose and the effectiveness of the victim impact statement.
11. Compare restorative justice to retributive model of justice
12. Analyze the victim's experience within the criminal justice system.
13. Discuss the Victim's Bill of Rights and provide a rationale for it.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Critical Thinking & Problem Solving	<input checked="" type="checkbox"/> Interpersonal
Numeracy	Information Management	Personal Management

Learning Resources

Required Resources:

- Jerin, R., & Moriarty, L., (2010). *The Victims of Crime*. New Jersey: Prentice Hall.

Supplemental Resources:

- Gaetz, S. 2004. Safe for Whom? Homeless youth, Social Exclusion, Criminal Victimization. *Canadian Journal of Criminology and Criminal Justice*. 46(4), 423-456.
- Welsh, B.C. & D.P. Farrington. (2005). Evidence-Based Crime Prevention: Conclusions and Directions for a Safer Society. *Canadian Journal of Criminology and Criminal Justice*. 47(2), 337-354.

Further readings will be assigned during the course

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Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to Victimology - Why study victimization?		Chapter 1 -Textbook
2	Crime Victimization: Statistics, Theories, and Victimology: Lecture one		Chapter 2 -Textbook
3	Crime Victimization: Statistics, Theories, and Victimology: lecture 2	Quiz 1	Chapter 2 -Textbook: additional readings will be posted
4	Crime Prevention	Quiz 2	Chapter 3- Textbook

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
5	Victimization and Restorative Justice	Quiz 3	Chapter 6 -Textbook
6	Restorative Justice from sociological point of view. Victims and The Courts Crime Victims and Law Enforcement	Mid-term Exam	Chapter 4 and 5 Textbook
7	Domestic Violence		Chapter 8 -Textbook
8	Child Abuse and School Violence	Quiz 4	Chapter 9 -Textbook
9	Elder Abuse / Stranger victimization	Quiz 5	Chapter 10 -Textbook
10	Hate Crime	Quiz 6 Research Essay ,	Chapter 12-Textbook
11	Workplace Victimization		Will be posted
12	Mass Violence and Terrorism		Chapter 13-Textbook
13	Review		
14		Final Exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENT	%
Research Paper	25
6 Quizzes	15
Mid-term Exam	25
Participation 10%	10
Final Examination	25
Total:	100%

Course Specific Policies and Expectations

Attendance

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Research Activity

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAP
<input checked="" type="checkbox"/>					

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Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Youth and Crime			
Course Code: CRIM 204	Schedule Type Code: LEC	Credit Value:3	Class Hours:42
Programs: BAA – Criminal Justice	Pre-requisite(s): N/A	Co-requisite(s): N/A	
Pre-requisite for: CRIM 454 Crime Prevention			
Restrictions:			

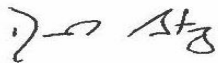
Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Outline and interpret the historical development of the Canadian Correctional System.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley

Dean/Associate Dean:

Signature:
August 2013



Date:

Course Description

Students explore the pathways for youth involvement with the criminal justice system and identify “who are the youth who commit crime”. The patterns of youth crime over time in Canada are studied within the historical, social and political context. Students also review the manner in which the youth justice system responds to youth crime in Canada and its impact. The available research on youth crime and the youth justice system is examined in the context of the laws that govern it. Students critically examine the factors that influence policy decisions.

Course Rationale

It is important that future professionals working within the Criminal Justice and Justice fields appreciate the complexities involved in youth justice and are prepared to critically examine policies and practices.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Critique how Canada has and does currently respond to youth crime.
2. Apply theoretical explanations to explain youth crime.
3. Analyze the impact the youth justice system has on youth crime.
4. Evaluate how different pieces of youth legislation have impacted youth crime trends in Canada.
5. Examine the youth justice system in the context of the laws that govern it.
6. Evaluate Restorative Justice and Retributive Justice practices used with young offenders in Canada.
7. Analyze the role of the media in presenting information on youth crime.
8. Identify the trends and potential future approaches on youth crime and youth in conflict with the law.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving		Interpersonal
	Numeracy	X	Information Management		Personal Management

Learning Resources

Required Resources:

- Bell, S. J., (2012). *Young offenders and youth justice: A century after the fact* (4th ed.). Nelson.
- Electronic readings (available on the blackboard course website) in addition to the course text may be assigned.

Supplemental Resources:

- Additional resources will be posted on the course website.

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to Youth Crime and Youth Justice		Chapter 1
2	Historical to Present Legislative Responses to Youth Crime	Quiz 1 (To be completed Sunday by 2359 hrs each week)	Chapter 2
3	Nature Of Youth Crime	Quiz 2	
4	Theoretical Explanations of Youth Crime	Quiz 3 & 4	Chapters 5, 6 & 7
5	Retributive Justice – Police, Courts & Sentencing	Quiz 5	Chapter 8 222- 235 Chapter 9

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
6	Youth Justice Committees	Quiz 6	Chapter 8 236 - 255
7	The Impact of Custody on Youth	Quiz 7	Chapter 10
8	Social Injustices – Aboriginal Youth	Quiz 8	Chapter 11 – 338 - 348
9	Social Injustices – Gender	Quiz 9	Chapter 11 – 350 - 363
10	Adult Sentences for Youth?	Quiz 10	Chapter 9 – 267-274
11	Where are we Headed?		Chapter 12

Please see Critical Path in Course Website for Specific Dates for your Section.

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
10 Open Book On-Line Quizzes - To be completed by 23:59 hrs on the following Sundays: September 15, 22, 29, October 6, 13, 20, 27, November 3, 10, 17	15
Literature Critique - Sunday October 6 at 23:59 hrs	20
Research Paper - Sunday November 3 rd at 23:59 hrs	25
Social Policy Creative Critique Assignment -Sunday November 17 at 23:59 hrs	15
Case Study Report /Take Home Exam– Sunday December 1 st at 23:59 hrs	25
Total:	100%

Course Specific Policies and Expectations

Attendance & Participation Requirements:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

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Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

Missed Tests, Examinations, and In-Class Projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed and submitted on the scheduled date as directed. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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Faculty:	
Email:	
Faculty	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Conflict Management			
Course Code: PSYC 203	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: CJ Degree	Pre-requisite(s): None	Co-requisite(s): N/A	
Pre-requisite for: CRIM 401 – Restorative Justice			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall
- Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view
- Demonstrate effective conflict management skills
- Engage in an on-going process of self-knowledge and self-reflection

Approved By:
Dean/Associate Dean: Derek Stockley

Signature: 

Date: August 2013

Course Description

This course introduces students to theories and practices of conflict resolution. Students examine the roots of conflict from a personal, historical, cultural, and contemporary perspective. They also study the various conflict intervention techniques used by criminal justice and social justice organizations and practitioners.

Course Rationale

This course provides students with essential practical skills relating to conflict management that are essential for work in a range of criminal justice professions. Also, this course provides skills and knowledge related to interpersonal conflicts that may give students a chance to reflect on their own previous professional and/or personal conflicts. They gain an appreciation for the precipitating factors that contribute to conflict, explore the conflict process, and understand the potential aftermath of conflict. Real-work conflicts and case scenarios that may arise in a criminal justice setting are the focus throughout the course.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a developed knowledge and critical understanding of conflict resolution practice within the criminal justice institutional setting and community based organizational settings.
2. Outline the purposes and functions of conflict
3. Evaluate the various forms of conflict
4. Detect legislation designed to resolve conflict within the institutional and community setting
5. Demonstrate an understanding of methods of inquiry utilized in examining conflict resolution practices
6. Critique a prevailing modality of conflict resolution within both institutional organizations and a community based organization
7. Integrate criteria for best practice models of conflict resolution within both an institutional setting and a community setting
8. Apply understanding and developed knowledge of the philosophy and practices of conflict resolution practices.
9. Practice the key qualities/skill sets of a conflict resolution practitioner within an institutional setting
10. Present and evaluate case studies of conflict resolution being applied within contemporary society, contemporary criminal justice organizations, educational organizations, and community based organizations
11. Formulate and present a model of conflict resolution to be applied within an institutional or community based structure

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication - X	Critical Thinking & Problem Solving - X	Interpersonal - X
Numeracy	Information Management	Personal Management- X

Learning Resources

Required Resources:

- The required readings for this course will be provided to the students through Blackboard as a Library Course Reader. There is no required textbook.

Supplemental Resources:

- Supplementary readings will be provided to students by the course instructor throughout the course.

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Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction/Expectations What is Conflict?	In-class Participation throughout the semester (10%)	Rioux, J. F., & Redekop, V. N. (2012). What is Conflict? In <i>Introduction to conflict studies</i> (pp. 1-18). Don Mills, ON: Oxford University Press.
2	Group Conflict		Rioux, J. F., & Redekop, V. N. (2012). Small Group and Interpersonal Conflict. In <i>Introduction to conflict studies</i> (pp. 19-33). Don Mills, ON: Oxford University Press.
3	Communication & S-TLC Method		Cahn, D. D., & Abigail, R. A. (2014). Communication options in conflict. In <i>Managing Conflict through communication</i> (5 th Ed) (pp. 29-48). Upper Saddle River, NJ: Pearson Publishing. Cahn, D. D., & Abigail, R. A. (2014). Communication options in conflict. In <i>Managing Conflict through communication</i> (5 th Ed) (pp. 78-91). Upper Saddle River, NJ: Pearson Publishing.
4	Arguments		Engleberg, I. N., & Wynn, D. R. (2013). Critical Thinking and Argumentation in Groups. In <i>Working in groups</i> (pp. 221-242). Boston, MA: Pearson Publishing.

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
5	Managing Face	Analysis Paper (20%)	Folger, J., Poole, M. S., & Stutman, R. K. (2013). Face-Saving. In <i>Working through conflict</i> (7 th Ed.) (pp. 176-206). Boston, MA: Pearson Publishing
6	Midterm	Midterm Test (25%)	
7	Negotiation		Barsky, A. E. (2007). Negotiations. In <i>Conflict resolution for the helping professions</i> (2 nd Ed.) (pp. 65-95). Belmont, CA: Brooks/Cole Cengage Learning.
8	Mediation		Reading - TBA Guest Speaker - TBA
9	Class Presentations	Group Presentations (20%)	
10	Class Presentations	Group Presentations (20%)	
11	Organizational Conflict		Beebe, S. A., & Masterson, J. T. (2006). Managing conflict. In <i>Communicating in small groups</i> (8 th Ed.) (pp. 168-200). Boston, MA: Pearson Publishing.
12	Final	Final Test (25%)	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Analysis Paper (Week of Sept 29)	20
Midterm Test (Week of Oct 7)	25

Group Presentation (Various Dates)	20
Final Test (Week of Dec 2)	25
In-class Participation	10
Total:	100%

Course Specific Policies and Expectations

Attendance

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X					

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HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Telephone	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 252

COURSE TITLE: Case Management in Correctional Services

CREDIT VALUE: 3

PREREQUISITE: CRIM 152 – Community Corrections & PSYC 154 –
Counselling: Theory and Practice

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, **Date**
Associate Dean

I. COURSE DESCRIPTION

Students examine the major issues involved in providing case management services within a correctional environment. They focus on three major areas of theory and practice (assessment, supervision, and teamwork in effective risk management) with additional discussions on topics including special groups of offenders (female offenders, youthful offenders, Aboriginal offenders, mental health, dual diagnosis, sex offenders) victim issues, and restorative justice approaches. Through a combination of interactive lecture and small group presentations, students review and critique relevant literature and controversial topics in the management of offenders in institutional and community settings. Case study examples are used to illustrate various scenarios in theory and practice.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe how correctional case management is delivered at the federal and provincial levels, including legislative authority and governing policies.
2. Explain the role of case managers in the supervision of offenders in institutional and community settings, especially in the areas of intake assessment, decision making, community supervision, report writing and release planning.
3. Conduct an assessment of risk, relying on clinical and actuarial measures of static and dynamic factors.
4. Identify treatment objectives and reasonable means for addressing criminogenic needs, keeping in mind best practice models and principles of effective correctional interventions.
5. Evaluate professional reports regarding clinical presentations, risk assessment, and treatment planning/progress.
6. Demonstrate appropriate interview skills, including conflict management and crisis intervention.
7. Outline ways of developing and maintaining partnerships with police, immigration, Health Canada and other programs and services available in the community.
8. Apply the professional standards expected of correctional case managers including professionalism, leadership, engagement, organizational abilities and ethics.
9. Evaluate, based upon a critical analysis of the controversies involved in community corrections, measures of official control, victim awareness and understanding, safety and restorative measures.

III. COURSE CONTENT OUTLINE *(See course critical path for weekly lecture topics and assigned readings)*

The history and the different models of case management that have been used in the correctional field are critiqued. Students explore the various phases involved in the case management process including assessment, intake, case planning and monitoring, and service coordination. They review the role and responsibilities of case managers at each stage of the correctional process in both the institutional and community contexts. They also explore the ethical issues that often arise when working as a case manager in a correctional setting. Students practice using assessment and interviewing skills to

effectively manage complicated situations. In addition, they review assessment (risk/needs) practices and the case management approach for special populations (aboriginal offenders, substance abusers, sex offenders, offenders with mental health problems and female offenders). Using a critical lens, they examine current controversies and best practices in the field. The issue of vicarious trauma and burnout are explored along with self-care strategies.

IV. REQUIRED TEXTS:

Woodside, Marianne R. & McClam, T. (2006). *Generalist Case Management: A Model of Service Delivery*. Belmont, CA:Thomson Wadsworth.

V. ADDITIONAL REFERENCES:

See course schedule for additional assigned readings.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

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VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Quizzes (best 6 of 9)	30%
Small group presentation & group paper	30%

A case management plan assignment 40%

Total 100%

IMPORTANT NOTE: All essays/assignments must be submitted first to Turnitin.com and then submitted online through Blackboard. *You must keep a copy of everything you submit*, since we will ask for that copy immediately if anything is lost.

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HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Telephone #:	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2011-2012

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PROGRAM: Bachelor of Applied Arts in Criminal Justice

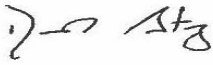
COURSE NUMBER: CRIM 253

COURSE TITLE: **First Nations People and the Criminal Justice System**

CREDIT VALUE: 3

PREREQUISITE: CRIM 101- Introduction to the Canadian Criminal Justice System, SOCI 113 - Human Rights and Diversity

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY: 
Derek Stockley, August 2013
Associate Dean Date

I. COURSE DESCRIPTION

This course explores some of the complicated historical, cultural, legal and political relationships among First Nations people, including Métis and Inuit, with law enforcement in Canada. It begins with introducing students to some of the rich diversity of First Nations people and cultures, their various experiences of colonization and racism and their entanglement in the legal and political structures of Canada from European contact to the present day. It looks at some of the examples of this entanglement – from the criminalization of cultural practices to disputes and expropriation over land to resistance (violent and non-violent) over non-Native authority –and how these shape the policing of First Nations communities and their experience in the criminal justice system. In addition, the course will seek to show the complex and sometimes contradictory ways in which First Nations peoples have sought to maintain, defend, and/or preserve their rights, identities, ways of being, and interests within a Canada that has literally ‘grown around’ them. This fundamental reality has set the stage for the experiences and realities of First Nations People in the Canadian criminal justice system. Students explore the experiences across different provinces and regions of Canada and consider such issues as traditional systems of justice, incarceration rates and other statistics related to the CJS and native peoples, cultures and history of policing, substance abuse, and recent initiatives in aboriginal justice and policing across the country.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Define “First Nation”, “Inuit,” “Métis,” and “Aboriginal” and distinguish among them.
2. Appreciate the richness and diversity of the different First Nations peoples
3. Assess the differential impact of colonization and racism among different First Nations peoples and the effects on cultural practices, ways of being, access to land resources, language and education
4. Assess how stereotypes, prejudice and unequal power dynamics have shaped and continue to shape Aboriginal and non-Native relations and the contexts of resistance and rebellion
5. Explain the significance of the BNA Act, the Indian Act and the treaties in the lives of Native people in Canada.
6. Examine and describe the different histories of Aboriginal policing across Canada.
7. Assess the differential historical and contemporary experiences of First Nations peoples in the Canadian justice system
8. Identify and explain the reasons for some of the major economic, cultural, political-legal conflicts between First Nations and non-Native society in recent decades
9. Discuss traditional Aboriginal forms of justice and governance
10. Personally experience and report on an individually chosen aspect of Aboriginal culture
11. Critically evaluate the statistics surrounding Native male and female rates of arrest and incarceration
12. Identify and explain the challenges facing both Native and non-Native police officers working with Aboriginal peoples both on and off-reserve
13. Identify, explain and evaluate some of the initiatives taken by Native communities in terms of policing their communities

III. COURSE CONTENT OUTLINE

Week	Lecture and Discussion Topics
1	<ul style="list-style-type: none"> • Introduction to the course • Behavioural expectations • Guidelines for research essay; class engagement; Aboriginal culture report posted • Discussion/Lecture: what is a 'people'. Differentiating terms – First Nations, Aboriginal, Inuit, Métis
2	Colonialism and its Impact: Part 1 <ul style="list-style-type: none"> • Ideas about Land and Country; Colonial-Native Trade and Commerce; BNA and Indian Acts; various treaties
3	Colonialism and its Impact: Part 2 <ul style="list-style-type: none"> • Spiritual and Cultural Practices/Identities; Language and Education; Criminalization of Cultural Practices
4	Racism, Prejudices and Stereotypes <ul style="list-style-type: none"> • Video screening: TBA
5	Resistance and Rebellion <ul style="list-style-type: none"> • Historical Entanglements among Aboriginals and non-Aboriginals in an expanding Canada
6	Aboriginal Policing <ul style="list-style-type: none"> • Historical forms of policing and social control by First Nations themselves – examples from across Canada
7	Midterm Test
8	First Nations Experiences with the Criminal Justice System: Part 1 <ul style="list-style-type: none"> • Examples from across Canada; focus on various levels (municipal, provincial/territorial, federal) of policing
9	First Nations Experiences with the Criminal Justice System: Part 2 <ul style="list-style-type: none"> • Traditional forms of justice and governance -examples from across Canada
10	Recent/Contemporary Entanglements: <ul style="list-style-type: none"> • First Nations/non-Native conflicts (economic/cultural/political) - Ipperwash; Oka; Akwesasne; Caledonia
11	Guest Lecture or out-of-class Excursion – details TBA
12	Guest Lecture or out-of-class Excursion – details TBA
13	Review for Final Test
14	Final Test

IV. REQUIRED TEXTS:

Steckley, John and Bryan Cummins. *Full Circle: Canada's First Nations*. 2/e. (FC)

Cummins, Bryan and John Steckley. *Aboriginal Policing: A Canadian Perspective*. (AP)

V. ADDITIONAL REFERENCES:

Additional sources will include relevant material: reports, statistics, stories, videos and other media; guest lectures and out-of-class experiences. More details will be provided in class.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are ***expected to attend each class*** and to ***participate in a professional manner***. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Your final grade will be composed of the following forms of assessment. Details about specific due dates will be provided during the first class meeting and on Blackboard.

This class has a variety of forms of evaluation and includes test; a research-based essay; a (potentially) multimedia report based on students' own personal experiences with Aboriginal culture (the instructor will provide suggestions); and a class engagement mark. Details of expectations, evaluation rubrics and due dates for each form of evaluation will be provided during the first class meeting and on Blackboard.

The research essay will be submitted in three steps: (1) Thesis and Argument; (2) Incorporated Research; and (3) Final Submission.

ASSIGNMENTS	%
Midterm Test	20%

Final Test	30%
Aboriginal Culture Report	15%
Class Engagement	10%
Research Essay	
• Thesis and Argument	5%
• Research	5%
• Final Submission of Essay	15%
	(Essay total: 25%)

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HUMBER

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BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: SOCI 251

COURSE TITLE: Social Problems and Criminal Justice System

CREDIT VALUE: 3

PREREQUISITE: N/A

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, Associate Dean **Date**

I. COURSE DESCRIPTION

Students develop critical thinking skills on how to use criminological theory and sociological perspectives to analyze broader societal issues such as poverty, crime and violence, various addictions, and social inequalities based on race, place of origin, age, sexual orientation and gender. The course also offers an in-depth look at criminology as a scientific method of studying crime and criminals

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Identify and trace the development of contemporary social issues.
2. Identify what constitutes a social issue.
3. Explain a theoretical approach to the identification of contemporary social issues and criminal behaviour.
4. Describe the psycho/social impact of a social issue on individuals and society (as a whole).
5. Collect and collate data that would describe a social or criminal issue utilizing a variety of resources.
6. Explain the effect of external influences such as legislation and social trends on social issues.
7. Identify an example of the effect of legislation and/or a social trend on the creation of a contemporary social issue.
8. Evaluate the impact of legislation or social trends on the development and implementation of intervention strategies/social responses.
9. Evaluate the impact of special interest groups on social issues.
10. Interpret social events and their effect.
11. Adopt a theoretical framework to analyze a social problem and to draw conclusions about future resolution and impact of social issues.
12. Describe and evaluate strategies for reducing crime of various types using sociological and criminological theories.
13. Gather, critically assess and synthesize material from a range of sources, including electronic data sources.
14. Conduct research and analyze a current social problem impacting correctional institutions and the community.
15. Present the findings / data gathered from a research project, in an appropriate academic format.

III. COURSE CONTENT OUTLINE

Week	Topics	Assignments / Quizzes	Readings
1	Introduction / Orientation	Description of Course Evaluation	Introduction to course Discussion on evaluations and assignments Discussion on classroom civility and student responsibilities
2	What is a Social Problem <ul style="list-style-type: none"> • Theoretical Perspectives • Social Structure and Culture • Social Research up close 	Quiz 1	Chapter 1 – Mooney Class activities Quiz
3	Crime and Violence <ul style="list-style-type: none"> • Definition: Crime, Law & Social Order 	Guest Lecture on Hate Crime in	Chapter 4- Mooney Class activities

Week	Topics	Assignments / Quizzes	Readings
	<ul style="list-style-type: none"> National & International Perspectives Theories of Crime Social Aspects of Crime / Violence 	Canada Q2	
4	Critical Studies in Race and Ethnicity-Part I <ul style="list-style-type: none"> Global context Social Construction of Race Patterns of Racial Group Interaction Theories of Race and Ethnicity 	Movie Content Analysis on how people are depicted in Media and Film "Crash" Q3	Chapter 8- Mooney Class activities
5	Critical Studies in Race and Ethnicity-Part II <ul style="list-style-type: none"> Nationalism Multiculturalism in Canada Federal – Aboriginal Relations Ethnic Diversity in Canada Canadian Immigration 		Chapter 8 – Mooney
6	Critical Studies in Race and Ethnicity-Part III <ul style="list-style-type: none"> Field Research of Ethnic Enclave in Toronto Speak to people in cultural pockets Study culture and history of area Prepare Field Research Report 	Research Paper 1 Due: Feb- 26	Chapter 8 – Mooney Guest Speaker
7	Poverty National and International Issues <ul style="list-style-type: none"> Global Context-Poverty and the Economy Social Theories Consequences of Poverty Research up Close 	Research Paper 2 Due: Mar- 26 Q4	Chapter 10 – Mooney Interview Family and Neighbours on whether (1) Support new Homeless shelter in their neighbourhood 2) low income housing-state Reasons
8	Problems in Education <ul style="list-style-type: none"> Cross-cultural Attitudes in Education Critical Theories and Feministic Perspective 	Research Paper 3 Due: April-9	Chapter 12 – Mooney Research and Write a short paper on whether Afrocentric alternative schools will lower the high

Week	Topics	Assignments / Quizzes	Readings
	<ul style="list-style-type: none"> School violence and drop-out Focus on Technology Who succeeds? 	Q5	school drop out rate among black students
9	Environmental Problems <ul style="list-style-type: none"> Global Context and Theories Air Pollution, Global warming, Climate Change, Solid Waste, Land Pollution, Chemicals Theoretical Perspectives Social Causes and Strategies 	Q6	Chapter 14 – Mooney Class activities: Discuss Kyoto Accord. What is Government's position? Why? How can we improve campus at Humber?
10	Science and Technology <ul style="list-style-type: none"> Technology and Global Context Up close: technology in the home, business, school, computer revolution, and social media sites Theoretical Perspectives Social relationship and Interaction 	Q7	Chapter 13 – Mooney Class activities
11	Population, Growth and Urbanization <ul style="list-style-type: none"> World Population Urban Sociology Canadian and Global Context Sociological Theories Social & Health Consequences 		PPT by Professor
12	Conflict and Terrorism <ul style="list-style-type: none"> Politics, the State and Warfare Nature of War and Terrorism Theoretical Perspectives Social & Health Consequences Conclusion: Social Problems of the Future 		PPT by Professor
13	Course Review and Evaluations		No Readings
14-15	Final Class & Exams	Final Exam	

IV. REQUIRED TEXTS:

- Mooney L., Knox, D., Schacht, C., and Holmes, M., (2008) Understanding Social Problems Third Canadian Edition. Thomson, Nelson [ISBN-13: 978-0-17-625217-5] [ISBN-10:0- 17-625217-7]

- **Note:** Professor will provide any additional reading material to supplement readings

V. EVALUATION PROCEDURES

ASSIGNMENT VALUE		
Research Paper 1	(6-8 pages)	20%
Research Paper 2	(6-8 pages)	20
Research Paper 3	(6-8 pages))	20%
Quizzes (5% per quiz) Drop (1) worst score		30%
Participation (class activities, student engagement, and attendance)		10%
Total		
		100%

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Faculty:	
Email	
Faculty Availability:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Statistics for Criminal Justice			
Course Code: STAT 203 STAT 1123	Schedule Type Code: LLB	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Arts - Criminal Justice		Pre-Requisite(s): N/A	Co-requisite(s):
Pre-requisite for:			
Restrictions:			

Approved By:
Associate Dean: Rebecca Milburn

Signature: 

Date: July 8th, 2013

Course Description

This is an introductory course in statistics for criminology students. Students reading will underscore the unique character and problems associated with crime and justice statistics in Canada while assignments will focus on the application of statistics methods in criminal justice and criminology. Topics include descriptive statistics, probability and probability distributions, estimation and hypothesis testing, correlation and regression, chi-square tests and analysis of variance.

Course Rationale

Statistics and statistical analysis has become a key feature of social science, therefore the understanding of statistical concepts, methods and techniques is necessary for success in many fields including civil and criminal justice and social work.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Distinguish between sample and population data.
2. Construct bar chart, line graphs, frequency histograms and box plots.
3. Calculate mean, median and mode and understand the usefulness of these measures.
4. Calculate range, standard deviation, variance, and coefficient of variation and understand the usefulness of these measures.
5. Explain the concepts of probability.
6. Use the laws of probability to calculate probabilities.
7. Calculate conditional probability.
8. Calculate probabilities for normal populations using the Z table.
9. Explain sampling distribution and Central Limit Theorem.
10. Construct confidence intervals for population mean and proportions.
11. Perform hypothesis testing for population mean and proportions.
12. Perform one sided and two sided hypothesis test.
13. Perform hypothesis testing for difference of two population means.
14. Determine the strength of a linear relationship using coefficient of correlation.
15. Perform simple linear regression using the least squares method.
16. Perform chi-square tests for contingency tables.
17. Perform one way analysis of variance.
18. Use popular spreadsheet programs such as Excel, SPSS, or other computerized statistical programs, to display and analyse data.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	<i>Communication</i>	X	<i>Critical Thinking & Problem Solving</i>	X	<i>Interpersonal</i>
X	<i>Numeracy</i>	X	<i>Information Management</i>	X	<i>Personal</i>

Learning Resources

Required Resources:

Textbook:

Forde, F. & Levin. (2013). *Elementary Statistics in Criminal Justice Research*. (4th ed.). Pearson Education Group. ISBN: 9780132987301

Supplemental Resources:

Keller, G. (2012). *Statistics for Management and Economics*, (9th ed.). South-Western Cengage Learning. ISBN: 978053847749-9

Berk and Carey. *Data Analysis with Microsoft Excel: Updated for Office 2002*. ISBN 0-534-36278-8

Selected Readings:

Displaying Violent Crime Trends Using Estimates from the National Crime Victimization Survey, 6/98. This report presents violent crime trends from the National Crime Victimization Survey (NCVS) graphically to enhance understanding of precision in sampled data and statistical significance. NCJ 167881. Bureau of Justice Statistics; <http://www.ojp.usdoj.gov/bjs>

An Analysis of Variables Affecting the Clearance of Homicides: A Multistate Study, October 1999. Justice Research and Statistics Association: <http://www.jrsainfo.org>

Feminist Quantitative Methodology: Evaluating Policing of Domestic Violence (From *Researching Gender Violence: Feminist Methodology in Action*, P23-43, 2005, Tina Skinner, Marianne Hester, et al., eds., -- See NCJ-210311). Sue Griffiths, Jalna Hanmer; 2005. <http://www.icpsr.umich.edu/NACJD>

Websites:

Bureau of Justice Statistics <http://www.ojp.usdoj-gov/bjs>

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Lecture/Lab

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
Descriptive Statistics	Types of data Graphical presentation of data, bar chart, line chart, histograms, scatter plot. Measure of central tendency, measure of dispersion Percentiles, box plot		Chapters 2,3,4
Correlation and Regression	Pearson's correlation coefficients Simple linear regression		Chapters 10,11
Probability	Addition and multiplication rule Probability tree Conditional probability		Chapter 5
Normal Probability Distribution and Sampling distribution	Normal distribution Sampling distributions Central limit theorem		Chapter 5,6
MID-TERM EXAM			
Estimation and Confidence Interval	Estimation of population mean and proportions Student's distribution		Chapter 6
Hypothesis Testing of two populations	Hypothesis testing difference of two population means Pair samples and independent samples		Chapter 7
Chi- Squared Tests	Chi-Squared Goodness of Fit Test Chi Squared Test of a contingency table		Chapter 9
Analysis of Variance	One way analysis of variance		Chapter 8
FINAL EXAM		FINAL EXAM	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

	%
Lab assignments	15
Major assignments	10
Mid-term	35
Final Examination	<u>40</u>
Total:	100

In order to be successful in this course, students must complete all tests, exams, essays and/or assignments and achieve a passing grade of 50%.

School Specific Field:

PLAGIARISM AND CHEATING POLICY

Plagiarism is the serious offence of academic fraud that involves using someone else's words and/or ideas in whole or in part from any printed or electronic media without documentation.

Cheating is the serious offence of academic fraud that involves obtaining answers to exam and test questions through unauthorized means, such as hidden or electronic notes or copying from another student.

Any student who plagiarizes or cheats will be required to meet with the Associate Dean, who will assign a grade of 0% and notify the Registrar's Office that academic misconduct has occurred.

On the second offence, the student may be withdrawn from the program, and an official notation of academic misconduct will be placed on the student's academic record.

MISSED/FAILED/SUPPLEMENTAL TESTS, EXAMINATIONS AND PROJECTS: Students are expected to write tests as scheduled. Anyone unable to write a scheduled test due to **exceptional circumstances** must

- Discuss the circumstances and possible options with the professor before the date of the assignment;
- Provide appropriate documentation to verify the reason for the absence within 7 days.

Exceptions to this policy are at the professor's discretion.

There are no supplemental exams offered by the Mathematics Department.

LATE ASSIGNMENTS: Students are expected to submit assignments on time. Late assignments will be penalized by 5% per day and will receive no commentary from the professor. After one week, the assignment will not be accepted and will receive a grade of zero. Anyone unable to submit an assignment on time due to **exceptional circumstances** must

- Discuss the circumstances and possible options with the professor before the date of the assignment;
- Provide appropriate documentation to verify the reason for the absence

DISCRIMINATION AND HARASSMENT: At Humber College, students, staff and faculty represent the broad spectrum of diversity and richness that is characteristic of our society. All students and employees have the right to study, live, and work in an environment that is free from discrimination and harassment. It is therefore the policy of Humber College that its working, living and learning environments assert the personal worth and dignity of each individual. In order to achieve this objective, Humber College will not tolerate any form of discrimination or harassment in its employment, education, accommodation, or business dealings. Information and assistance are available from Nancy Simms, Manager, Human Rights & Diversity at **(416) 675-6622, ext 4425**, or by email at **nancy.simms@humber.ca**.

For further information please visit: www.hrs.humber.ca/diversity

ACCOMMODATION FOR RELIGIOUS OBSERVANCE: Humber College is committed to respecting the religious/spiritual beliefs and practices of all members of the community, and making accommodation for religious/spiritual observances.

Students who require an accommodation for a religious/spiritual observance must notify the professor as soon as the time conflict is known. It is the student's responsibility to contact the professor to arrange the accommodation for a lecture, test, exam, clinical placement, work placement or any other academic situation that conflicts with a day or time period for religious observances of special significance to them. Ideally, students will provide their professor with three weeks notice for a required accommodation. In all cases, the request for an accommodation must be made in writing.

STANDARDS

1. Expectations for maintaining a Positive Learning Environment

Attendance is essential for academic success. Therefore, you are expected to attend 100% of all classes and complete all assignments.

It is your responsibility to be aware of your attendance record and the progress of your work and grades.

In order to maintain a positive and productive learning environment, you are expected to

- Turn off and put away all cell phones and remove headphones in class
- Maintain a courteous and respectful attitude

2. Use of Laptop Computers

Your professor sets the policy for laptop use in the classroom. If permitted, you may use your laptop to take notes and complete class-related activities. The Internet is to be accessed for class purposes only **and** with explicit instructions from your professor.

E-mailing and chatting are strictly prohibited. On the first offence, you will be asked to put the laptop away. On the second offence, you will be banned from using the laptop and may be asked to leave the class.

SERVICES

- Math Centre:** The Math Centre, located in GH203 in the Guelph-Humber building at the North Campus (416-675-6622 ext. 6260) and in F201 at the Lakeshore Campus (416-675-6622 ext. 3663), is available Monday to Friday to provide students help with Math outside class time. Students are welcome to drop in for additional instruction, or for help doing their homework, preparing for tests, and/or practising skills that they have studied in their math classes. Students whose math skills are weak are encouraged to set up a regular series of appointments to practise and reinforce the math skills taught in their classes. The Math Centres are staffed by a Co-ordinator and University of Waterloo co-op students who provide free help with all math problems. The Math Centre hours are posted at the beginning of each semester.
- Peer Tutoring:** A peer tutor is a Humber student who can meet with students for one or two hours per week to help with the course. For a small administration fee, students receive eight one-hour tutoring sessions. Apply for a tutor in Room H217 at the North Campus (416-675-6622 ext. 4616) or Room H201 at the Lakeshore Campus (416-675-6622 ext. 3331).
- Test Centre:**
North Campus Room B104
Lakeshore Campus Room A235

Degree Students:

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Diploma Students:

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 60 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

Not Applicable

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>.

Each course outline must indicate method(s) of assessment.

<i>Challenge Exam</i>	<i>Portfolio</i>	<i>Skills Test</i>	<i>Interview</i>	<i>Other (Specify)</i>	<i>Not Available For PLAR</i>
X					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>
North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Appendix

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Communication	
Reading	1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience 2. respond to written, spoken, or visual messages in a manner that ensures effective communication
Writing	
Speaking	
Listening	
Presenting	
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. execute mathematical operations accurately
Analysing and using Numerical Data	
Conceptualizing	
Critical Thinking & Problem Solving	
Analysing	4. apply a systematic approach to solve problems 5. use a variety of thinking skills to anticipate and solve problems
Synthesising	
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. locate, select, organize and document information using appropriate technology and information systems 7. analyse, evaluate and apply relevant information for a variety of sources
Selecting and using appropriate tools and technology for a task or project	
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. show respect for the diverse opinions, values, belief systems and contributions of others 9. interact with others in groups or teams in ways that contribute to the effect working relationships and the achievement of goals
Relationship management	
Conflict resolution	
Leadership	

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Networking	
Personal	
Managing self	10. manage the use of time and other resources to complete projects 11. take responsibility for one's actions, decisions, and consequences
Managing change and being flexible and adaptable	
Engaging in reflective practice	
Demonstrating personal responsibility	

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Gender in the Criminal Justice System			
Course Code: CRIM 302	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s): 30 credits from Semesters 1 - 4	Co-requisite(s): N/A	
Pre-requisite for: N/A			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean:

Signature: 

Date: August 2013

Course Description

This course highlights the historical evolution of gender and crime. Contemporary theoretical perspectives regarding women and the justice system are reviewed. Particular attention is given to the gender specific pathways in to and out of crime. A contextual analysis involving societal roles, relationships, diversity, socio-economic status, education, and employment status highlight the correlation between gendered criminality and the responsiveness of the Canadian justice system. There is a critical analysis of the responsiveness and effectiveness of offender programming in the contemporary Canadian justice system.

Course Rationale

A critical understanding of gender and the criminal justice system is important. Evidence-based prevention, intervention, and correctional approaches are founded in part upon the unique and special needs of women, men, and GLBTTQ individuals.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Outline the historical perspectives on gender and crime and the social responses in Canada.
2. Describe the contemporary theoretical perspectives on gender and crime.
3. Outline the gender specific pathways to criminality.
4. Explain the impact of trauma, victimization, and abuse and gendered patterns of criminality.
5. Outline the intersection of gender, race and class and how it contributes to crime.
6. Describe the impact of incarceration on female offenders and their children.
7. Outline the challenges in providing gender specific programming within the current justice system.
8. Describe the treatment issues related to mental health and offenders.
9. Evaluate the gender sensitivity or responsiveness of current correctional programming.
10. Discuss recommendations and guiding principles to create a more gender-responsive justice system.
11. Summarize and discuss society's response toward female offenders and their role as mothers.
12. Identify particular challenges one may encounter in working with female, male and GLBTTQ offenders in the justice system.
13. Describe and evaluate gendered pathways into and out of the CJS (female, male, gay/lesbian/bisexual/transgender/two-spirit/questioning(people who have questions about their gender identity)
14. Describe and evaluate social construction of femininity, masculinity, and other gender types.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
	Numeracy	X	Information Management		Personal Management

Learning Resources

Required Resources:

- Rensetti, C., Goodstein, L., & Miller, S. (2006) *Rethinking Gender, Crime and Justice: Feminist Readings*. Oxford University Press
- Totten, M. (2000). *Guys, Gangs and Girlfriend Abuse (Chapter 1 'The Study of Male Violence')* UTP/Broadview.(will be posted on course website).
- Totten, M. (2000) *The Special Needs of Females in Canada's Youth Justice System*. DOJ/YSB. (will be posted on course website).
- Totten, M. (2007). *Gender Responsive Young Offender Services and the Need for Female Staff YSB* (will be posted on course website).
- Totten, M. (2012) *Nasty, Brutish and Short: The Lives of Gang Members in Canada*. James Lorimer.

Supplemental Resources:

- Correctional Service of Canada-Mental Health Strategy for Women Offenders-Jane Laishes, Mental Health, Health Services 2002
- Dowden, C. and D. A. Andrews (1999) What Works for Female Offenders: An Analytic Review. *Crime and Delinquency*, 45, (4), 438-452
- Cunningham, A. and L. Baker (2004, December) *Invisible Victims: The Children of Women in Prison*. London, Ontario.
- Hayman, S. (2006, July) *Imprisoning Our Sister: The New Federal Women's Prisons in Canada*. McGill-Queen's University Press Kingston, Ontario
- Miranda, M. & Micucci, A. (2005) Meeting Rehabilitative Needs at a Canadian Women's Correctional Centre. (2005) *The Prison Journal*, Vol. 85, (2), 168-185
- Totten, M. (2003) Girlfriend Abuse as a Form of Masculinity Construction Among Marginal Male Youth *Men and Masculinities* 6(1)
- Totten. M. (2012) The Gays in the Gang. *Journal of Gang Research*

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For

example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Gender, Crime and Criminal Justice – an Introduction	Sign Up for In-class Group Presentations	Renzetti et al., chapters 1, 2
2	Gender, Risk and Protective factors		Renzetti et al., chapters 3, 12
3	Gender, Risk and Protective Factors (cont'd)	*Start of In-Class Group Presentations Research Paper Outline Due	Totten, Guys, Gangs and Girlfriends Abuse, Chapter 1; Totten, 2007
4	The Responsivity and Treatment of Female/Male/GLBTTQ Offenders	In-Class Group Presentations Continued	Totten, The Special Needs of Females in Canada's Youth Justice System; Totten, Gays in the Gang
5	The Impact of Poverty/Race/Disability and Criminality	In-Class Group Presentations Continued	Renzetti et al., chapter 13
6	Offenders and the Mental Health System	Research Paper Due In-Class Group Presentations Continued	Totten, Nasty, Brutish and Short chapter 6
7	Offenders, Internalized and Externalized Violence, and Substance Abuse	In-Class Group Presentations Continued	Renzetti et al., chapter 8
8	Young Offenders	In-Class Group Presentations Continued	Renzetti et al., chapters 5, 6

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
9	Female/Male Offenders and the Sex Trade		Totten, Nasty, Brutish and Short chapter 7; Renzetti et al., chapter 9
10	Guiding Principles and Recommendations for a more Gender-Responsive Justice System; Evidence-based Models		Renzetti et al., chapter 14
11	Guiding Principles (cont'd); Evidence-based models		
12		Take Home Final Exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Essay (due week of October 7 th)	35
In-class Presentation (Groups Sign up for a date between unit 3 – 8)	30
Take Home Final Exam (due week of December 2)	35
Total:	100%

Course Specific Policies and Expectations

Please note that **all communication** related to preparing your group presentation **must** occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are **expected to attend each class** and to **participate in a professional manner**. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience

Turn-it-in

Students may submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of

the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

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North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator :	

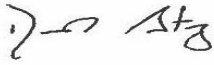
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Psychology of Criminal Conduct			
Course Code: PYSC 301	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s): 30 credits from Semesters 1 – 4 and CRIM 151 Introduction to Criminology	Co-requisite(s): N/A	
Pre-requisite for: CRIM 454 – Crime Prevention			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify the process of program management and measure the cost and effectiveness of correctional programs.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Formulate and evaluate criminological questions with clarity.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By:
Dean/Associate Dean: Derek Stockely

Signature: 
2013

Date: August

Course Description

Students examine the major issues associated with the psychology of criminal conduct. Specific focus is on social learning and cognitive-behavioural perspectives of crime, risk assessment, and effective correctional interventions, with a particular focus on understanding individual differences in criminal conduct and recognizing the importance of personal, interpersonal and community factors. Through a combination of interactive lecture, guest speakers, and multi-media, students have an opportunity to review and critique relevant literature and controversial topics in the management of offenders. Case study examples are used to illustrate various scenarios in theory and practice.

Course Rationale

It is important for professionals working in the Criminal Justice and Justice fields to have a solid understanding of the individual contributing factors to criminal behaviour.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define criminal behaviour, considering bio-psycho-social factors related to our current ability to evaluate criminal
2. risk
3. Identify and outline the specific contributing and mediating factors in manifestations of criminal behaviour,
4. specifically regarding the “Big 8” and “Big 4” predictor variables,
5. Describe the issues associated with prediction of criminal behaviour and classification of offenders in accordance to their risk level, specifically regarding unstructured and structured clinical judgment, and actuarial measures of risk potential,
6. Compare and contrast punishment vs. rehabilitation
7. Describe and critically assess principles of effective interventions
8. Outline promising and less promising targets for risk reduction intervention.
9. Outline specific strategies for the management of offender risk, specifically in the community,
10. Critically analyze the controversies associated with criminal behaviour, punishment vs. rehabilitation, and the management of offenders in the community.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
	Numeracy	X	Information Management	X	Personal Management

Learning Resources

Required Resources:

- Andrews, D.A. & Bonta, J. (2010). *The psychology of criminal conduct*, 5^h Edition. , Cincinnati OH: Anderson.

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	An Overview of the Course requirements. Introduction. Values of PCC.		In class slides

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
2	The notion of prediction. Relationship between theoretical models and the identification of risk factors. The notion of risk factor. The Risk Principle. Evidence based Risk factors –types. The Needs Principle.		Chapters 1 & 2
3	Psychodynamic, and Sociological models of criminal behavior. Personal, Interpersonal, and Community-Reinforcement model of criminal behavior	In class assignment on risk factors	Chapters 3 & 4
4	Antisocial Personality. Psychopathy.		Chapters 6 & 7
5	Antisocial thinking. Attitudes and moral development. A workable model of thinking.	Paper is due	In class slides
6	Genes and crime. Contextual origins of Crime: associates, social context, use of time and substance abuse.		Chapters 5, 7, 8 & 9
7		Mid term exam	
8	Recidivism prediction tools		Chapter 10
9	Responsivity Principle. Rehabilitation or habilitation?	In class assignment on responsivity	Chapter 11

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
10	Rehabilitation or habilitation?	In class assignment on rehabilitation	Chapters 12 & 13
11	Mental Illness and crime.		Chapter 14
12		Final exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Research Paper (5 pages) - Due Week of September 30	20
Mid-term exam (class 6). 100 multiple choice questions Week of October 14	25
In class assignments (Week of September 23, November 11, November 18)	15
Examination; 100 multiple choice questions and 5 short answer questions – (Week of December 2)	40
Total:	100%

Course Specific Policies and Expectations

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Attendance & Participation Requirements

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office

know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

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Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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Faculty:	
Email	
Faculty Availability:	
Program Coordinators:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Qualitative Research Methods			
Course Code: RSMT 201 / RSMT 2500 (Degree Breadth Elective In-Class)	Schedule Type Code: LPL	Credit Value: 3	Class Hours: 42
Programs: Department of Liberal Studies	Pre-Requisite(s):	Co-requisite(s):	
Pre-requisite for:			
Restrictions: Students who have taken STAT 201 Research Methods CANNOT take this course.			

Approved By:
Dean/Associate Dean: Jason Galea



Signature:

Date: May 22, 2013

Course Description

The purpose of this course is to equip students with a knowledge and understanding of key concepts and methodologies associated with qualitative data analysis and research design in the social sciences. The course will begin by defining what constitutes qualitative research and what distinguishes it from quantitative research. Students will learn how qualitative research studies are designed, why a particular research methodology is chosen and how that methodology is then carried out. Several research designs within qualitative research methodologies will be presented. Students will be introduced to methods such as ethnography, participant observation, interviewing and focus groups. In addition to covering ethical protocol in research, the course will investigate the interpretation of results, the writing up of findings and effective communication of data. In providing students with some background in how research is conducted and presented, the course will offer students the skills to think critically about research results that are presented to them in their coursework and in the media. Students will understand how qualitative research can provide important insights into problems or needs within a community or client populations, patterns of service delivery, consumer satisfaction and public opinion.

Course Rationale

Studying Qualitative Research methods allows student to understand how qualitative research data is gathered, analyzed and translated into findings that can be implemented in various fields. The course allows students to develop skills in observation and interviewing, both of which can be applied in their education and future careers.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and recognize different research frameworks, in particular distinguish between qualitative and quantitative approaches;
2. Discuss the underlying assumptions of different research approaches, how these assumptions influence how research is conducted and the type of findings that may be generated;
3. Critically examine research reported in academic, public and media sources;
4. Utilize computer and Internet technology in the research process;
5. Learn about field research and how it is carried out;
6. Understand the interview process in qualitative data collection;
7. Recognize the importance of effective interview questions and interviewing skills in qualitative data collection;
8. Interpret results and communicate research findings and data to others;
9. Conduct a literature review and appreciate the importance of this step in the research process;

10. Be aware of how qualitative research may be conducted using text and visual sources;
11. Become familiar with how qualitative data is analyzed, understood and used;
12. Produce a qualitative research project proposal that demonstrates an understanding of qualitative research methodologies and ethical review principles;
13. Discuss the necessary ethical considerations when conducting qualitative research using human subjects.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	<i>Communication</i>	x	<i>Critical Thinking & Problem Solving</i>	x	<i>Interpersonal</i>
	<i>Numeracy</i>	x	<i>Information Management</i>	x	<i>Personal</i>

Learning Resources

Required Resources:

Warren , C. A. B., & Karner, T. X. (2010). *Discovering qualitative methods: Field research, interviews and analysis*. Oxford University Press. ISBN: 9780195384291

Supplemental Resources:

A selection of daily newspapers, website, broadcasts, newscasts, newsmagazines, articles and journals

Access to a computer, Internet access and e-mail facilities

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Venue of delivery: classroom. Method of delivery includes lessons, class discussions, small group discussions, and group analysis of research practices and content.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS See Student Evaluations	RESOURCES
1	<p><i>Introduction to Social Research Methods</i></p> <p>Theoretical orientations and their influence on research Other influences on research: values, politics, practical considerations</p>		
2	<p><i>Introduction to Qualitative Methods</i></p> <p>Distinguishing between quantitative and qualitative approaches The Logic of Qualitative Research Generalizability, Validity and Reliability History of Qualitative Research</p>		Chapter 1
3	<p><i>Conducting Research Projects: Overview</i></p> <p>Gaining entry to research setting Recruiting research participants Understanding your role as researcher Ethical Issues in Research Studies</p>		
4	<p><i>Library research</i></p> <p>Conducting library research on various research topics</p>		Humber College Library website and other resources
5	<p><i>Ethics in Qualitative Research</i></p> <p>Codes of Ethics Ethical Review Process Consent Forms Confidentiality</p>		Chapter 2
6	<p><i>Field Research</i> <i>Roles and Relationships in Field Research</i> <i>Writing Field Notes</i></p> <p>Introduction to Field Research Selecting a Setting Researcher's Role in the Field (overt/covert) Preparing Fieldnotes</p>		Chapters 3, 4 & 5
7	<p><i>Interview Questions</i></p> <p>The Qualitative Interview What questions to ask and how to ask them</p>		Chapters 6

8	<i>The Interview Process</i> Conducting a qualitative interview to gather data		Chapter 7
9	<i>Writing Up a Research Study</i> Organizing research findings Know your audience Writing up qualitative research		Chapters 10
10	<i>Other Data Sources in Qualitative Research</i> Documents, texts, advertisements Photographs The Internet		Chapter 8
11	<i>Analyzing Qualitative Data</i> Data Analysis Process Patterns, themes and interpretation		Chapter 9
12	<i>Research in the Everyday World</i> How research influences politics, public policy, program development, etc... How research is used in media and advertising How research can be useful in making personal decisions		Selected readings from relevant journals, newspapers, trade publications, ...

Student Evaluations

The passing grade for all degree courses is 50%.

In class exercises	20%	
Major Research Project, Part 1 (Literature Review/Annotated Bibliography)	15%	
Major Research Project, Part 2	10%	
Major Research Project, Final		30%
Final Exam	<u>25%</u>	
Total	100%	

Missed/Failed/Supplemental Test, Examinations and Projects

All students are expected to complete all assignments and write all tests/exams during the normally scheduled dates and times.

Make-up Policy

Students are expected to write tests and submit assignments on time. Anyone unable to write a scheduled test due to **exceptional circumstances** must inform the professor as soon as possible. A maximum of **ONE** make-up test, which must be approved by the professor, will be administered at the end of the course.

Late Assignments

A penalty of 5% a day will be assessed for overdue assignments. A hard copy of assignments must be submitted to the instructor *at the beginning of class* on the due date.

Attendance Requirements

As college students you are responsible for attendance, punctuality, and facilitating a positive and productive learning environment. There is a strong connection or relationship between attendance and grades: higher grades are associated with regular class attendance.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

Academic Integrity

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Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publicly available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of the college's Academic Complaint and Appeal Policy at the web site identified above.

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<i>Challenge Exam</i>	<i>Portfolio</i>	<i>Skills Test</i>	<i>Interview</i>	<i>Other (Specify)</i>	<i>Not Available For PLAR</i>

writing, with approval from the Dean (or designate) of the School.

Appendix

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Communication	
Reading	1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience 2. respond to written, spoken, or visual messages in a manner that ensures effective communication
Writing	
Speaking	
Listening	
Presenting	
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. execute mathematical operations accurately
Analysing and using Numerical Data	
Conceptualizing	
Critical Thinking & Problem Solving	
Analysing	4. apply a systematic approach to solve problems 5. use a variety of thinking skills to anticipate and solve problems
Synthesising	
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. locate, select, organize and document information using appropriate technology and information systems 7. analyse, evaluate and apply relevant information for a variety of sources
Selecting and using appropriate tools and technology for a task or project	
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. show respect for the diverse opinions, values, belief systems and contributions of others 9. interact with others in groups or teams in ways that contribute to the effective working relationships and the achievement of goals
Relationship management	
Conflict resolution	
Leadership	
Networking	
Personal	
Managing self	10. manage the use of time and other resources to complete projects 11. take responsibility for one's actions, decisions, and consequences
Managing change and being flexible and adaptable	
Engaging in reflective practice	

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Demonstrating personal responsibility	

Humber Institute of Technology & Advanced Learning

School of Social & Community Services

Bachelor of Applied Arts (Criminal Justice)

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Sociological Theories of Crimes

Course Code: SOCI-303

Schedule Type Code: LEC

Credit Value: 3

Class Hours: 42

Pre-requisite(s): 30 credits from Years 1 and 2 including Intro to Criminology

Co-requisite(s):

Pre-requisite for: N/A

Restrictions:

Program outcomes emphasized in this course:

1. Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
2. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
3. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
4. Examine a range of research strategies and methods and assess the appropriateness of their use.
5. Analyze the ethical implications of criminological research in a variety of applied research settings.
6. Formulate and evaluate criminological questions with clarity.
7. Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.

Approved By:

Dean/Associate Dean: Derek Stockley

Signature:

Date:

Course Description

This course builds on the foundation courses that students were introduced to in Introduction to Criminology, victimology, social problems and few other courses. One of the key goals is to help students to develop a way of looking at social and criminal behaviour from a systematic rather than individual standpoint. Students will examine the sociological theories in detail and relate them to crime and deviance in Canada. In addition, students will be able to understand and analyze the linkages between sociological theories of crime such as social strain theories, social control theories, social conflict theories, culture deviance theories, symbolic interaction, functionalism, etc. In this course, we will attempt to explore each theorist/theory within their own time and society so that we can appreciate the specific social and historical contexts, which gave rise to their theory or theoretical approach. A constant theme will be developed in the course is that of the complex understanding of theories based their scope, logical structure, empirical evidences, validity, and finally policy implications.

Course Rationale

This course provides in depth knowledge of how criminal behaviour can be explained, analyzed, and predicted based on sociological theories. Students will gain an appreciation of the importance of sociological theories of crime in developing policies and promoting social change.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe and analyze the main components of sociological theories.
2. Explain the relationship between theory and research method.
3. Describe and analyze criminal activity as event-centered.
4. Identify, compare and contrast the sociological theories relevant to crime-centered analysis of criminal activity.
5. Describe and analyze the relationship between crime and social strain.
6. Describe and analyze the relationship between culture and crime.
7. Analyze, compare and contrast the type of crime that occurs in various social settings in our society; in the home, on the street, in the workplace and in the pursuit of leisure.
8. Describe the relationship between a given community's perception of fear of crime and the real rate of crime in that community.

9. Analyze the role that the media plays in reflecting the role of crime in our society and the community's response to that role.
10. Identify strategies to create safer communities.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Critical Thinking & Problem Solving	<input checked="" type="checkbox"/>	Interpersonal
<input checked="" type="checkbox"/>	Numeracy	<input type="checkbox"/>	Information Management	<input type="checkbox"/>	Personal

Learning Resources

Required Resources:

Tibbetts, S. & Hemmens, C. (2010). *Criminological Theory*. California: Sage Publications.

Supplemental Resources:

Lilly, J., Cullen, F., & Ball, R. (2007). *Criminological Theory – Context and Consequences*. (4th ed.) United States of America: Sage Publications.

Gaetz, S. (2004). Safe for Whom? Homeless Youth, Social Exclusion, Criminal Victimization. *Canadian Journal of Criminology and Criminal Justice*. 46(4), 423-456.

Welsh, B.C., & Farrington, D.P. (2005). Evidence-Based Crime Prevention: Conclusions and Directions for a Safer Society. *Canadian Journal of Criminology and Criminal Justice*. 47(2), 337-354.

Further readings will be assigned during the course.

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, independent research and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to sociological theory: Theory and research method		
2	Introduction to sociological theory: The structure of sociological theories		See –introduction to the book -page1- Textbook: additional readings will be posted
3	A Brief History of Criminological Theory	Quiz 1	Section 5 Textbook: Search for the following names: Hobbes, Rousseau and John Locke
4	Social strain theories		Section 5: Textbook

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
5	The Chicago School		Section 6: Textbook
6	Social process/Learning theories of crime	Mid-term Exam	Section 7: Textbook
7	Social Control Theories		Section 7: Textbook
8	Reaction theories Labeling and Marxist theories	Quiz 2 Group Presentations	Section 8: Textbook
9	Reaction theories Conflict & Feminist Theories	Research Paper Group Presentations	Section 8: Textbook
10	Integrated theoretical model	Group Presentations	Section 10: Textbook
11	Applying Criminological Theory to Policy	Group Presentations	Section 11: Textbook
12	Applying Criminological Theory to Policy	Group Presentations	Section 11: Textbook

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
13	Review	Group Presentations	All lectures
14		Final Exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

	%
Research Paper	25
Participation 10% & 2 Quizzes 5%	15
Mid-term Exam	20
Group Work – Presentation	15
Final Examination	25
Total:	100

Course Specific Policies and Expectations

Attendance

Students are ***expected to attend each class*** and to ***participate in a professional manner***. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your

career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

The last day to withdraw without academic penalty is November 1st 2013.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

Turnitin

We use Turnitin as a tool to assist you with your papers. Students are to submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial – You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial: <http://library.humber.ca/tutorials/QuoteIT/index.html>. Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

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Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Diploma Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 60 in order to be eligible for graduation.

Policies and Procedures

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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Writing	
Speaking	
Listening	
Presenting	2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. Execute mathematical operations accurately
Analyzing and using Numerical Data	
Conceptualizing	
Critical Thinking & Problem Solving	
Analyzing	4. Apply a systematic approach to solve problems
Synthesizing	5. Use a variety of thinking skills to anticipate and solve problems
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. Locate, select, organize and document information using appropriate technology and information systems
Selecting and using appropriate tools and technology for a task or project	7. Analyze, evaluate and apply relevant information for a variety of sources
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. Show respect for the diverse opinions, values, belief systems and contributions of others
Relationship management	
Conflict resolution	
Leadership	9. Interact with others in groups or teams in ways that contribute to the effect working relationships and the achievement of goals
Networking	
Personal	
Managing self	10. Manage the use of time and other resources to complete projects
Managing change and being flexible and adaptable	
Engaging in reflective practice	11. Take responsibility for one's actions, decisions, and consequences
Demonstrating personal responsibility	



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Telephone #:	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 351

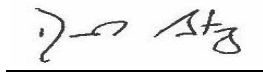
COURSE TITLE: Institutional Culture

CREDIT VALUE: 3

PREREQUISITE: 30 credits from Years 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:
Derek Stockley,
Associate Dean



August 2013
Date

I. COURSE DESCRIPTION

This course immerses students in the reality of the culture within a correctional institution. The prevalence of violence and substance abuse are explored. The ability and the responsibility of

the correctional facility to protect inmates from harm are examined and the processes of inmate grievances are outlined. In addition, the impact of the institutional culture on the correctional officer is highlighted. There is also an opportunity to assess the reality of the institutional culture with the institutional culture that is portrayed by the media.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare the reality of institutional culture with that portrayed in the media.
2. Outline the process and the success rate of inmate grievances.
3. Describe the inmate sub-culture.
4. Identify the type and occurrence of inmate violence and the institutional response.
5. Discuss the issues related to substance abuse in institutions and evaluate the success of the harm reduction strategies that have been implemented.
6. Discuss the issues related to sexuality in correctional institutions.
7. Identify the challenges faced by correctional officers during their careers.
8. Discuss the role the relationship between an inmate and his/her family plays regarding the success of the rehabilitation process.
9. Identify the prevalence of gangs in correctional institutions and the relationship between that and institutional violence.
10. Identify the prevalence of suicide among inmates and strategies being used to prevent it.

III. COURSE CONTENT OUTLINE

Week	Topics
1	Introduction <ul style="list-style-type: none"> ○ What is culture? ○ Why study institutional culture?
2, 3, 4	Inmate Subculture <ul style="list-style-type: none"> ○ Games inmates play ○ The “inmate code” ○ Institutional Inmate Committee ○ Inmate grievances ○ Gangs Behind Bars
5,6	Institutional Violence and Protection of Inmates. <ul style="list-style-type: none"> ○ Types and incidence rate of violence ○ Inmate Suicide ○ Hostage Situations ○ Riots – What can we learn from them?
7	Family Involvement in Incarceration <ul style="list-style-type: none"> ○ Conjugal Visits ○ Accommodation issues
8, 9& 10	Correctional Officer Subculture <ul style="list-style-type: none"> ○ Games officers play ○ The “officer code”

Week	Topics
	<ul style="list-style-type: none"> ○ Work related Health & Stress issues ○ Qualifications & Training of Staff ○ Diversity of Correctional Officers
11	Role of Advocates <ul style="list-style-type: none"> ○ Inmate Committee ○ Lawyer ○ Correctional Investigator
12	Media Portrayal of Prisons vs. Reality
13	Emerging Issues

IV. REQUIRED TEXTS:

An electronic reader will be available on the course website with all required weekly readings.

V. ADDITIONAL REFERENCES (Some of these are required readings – see weekly schedule in course website):

- Annual Report of the Office of the Correctional Investigator 2009 - 2010
- http://www.oci-bec.gc.ca/reports/AR200506_e.asp
- Birmingham, L., Coulson, D., Mullee, M., Kamal, M., & Gregoire, A. (2006). The mental health of women in prison mother and baby units. *Journal of Forensic Psychiatry & Psychology*, 17(3), 393-404.
- Black, S. (2001). Correctional Employee Stress & Strain. *Corrections Today*, 63(6), 82.
- Brough, P & J. Williams. (2007) Managing Occupational Stress in a High-Risk Industry: Measuring the Job Demands of Correctional Officers. *Criminal Justice and Behaviour*, 34 (4), 555-567.
- Childress, R., Talucci, V., & Wood, J. (1999). Fighting the Enemy Within: Helping Officers Deal With Stress. (2005).
- Fathering Behind Bars in English Prisons: Imprisoned Fathers' Identity and Contact with Their Children. *Fathering: A Journal of Theory, Research, & Practice about Men as Fathers*, 3(3), 221-241.
- Frühwald, S., & Frottier, P. (2005). Suicide in prison. *Lancet*, 366(9493), 1242-1244.
- Gillan, T. (2001). The Correctional Officer: One of Law Enforcement's Toughest Positions. *Corrections Today*, 63(6), 112.
- Kerr, T., Wood, E., Betteridge, G., Lines, R., & Jürgens, R. (2004). Harm reduction in prisons: a 'rights based analysis'. *Critical Public Health*, 14(4), 345-360.
- Light, R., & Campbell, B. (2006). Prisoners' Families: Still Forgotten Victims? *Journal of Social Welfare & Family Law*, 28(3), 297-308.
- Morton, J. (2005, June 1). The Elderly in Prison. *Journal of Criminal Law*, 189 - 191.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Assignment 1 (Group Presentation & Paper or Book Review)	30%
Research Paper	25%
Participation & In-class Assignments	15%
Take Home Final Exam (Answer 3 of 4 Questions – Research Essay Style)	30%
	100%

IMPORTANT NOTE: All essays/assignments must be submitted **first to Turnitin.com** and then submitted online through Blackboard. ***You must keep a copy of everything you submit***, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com.

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Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work
Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course

syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Telephone #:	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

**Course Outline
Academic Year 2013-2014**

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

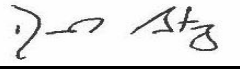
COURSE NUMBER: CRIM 352

COURSE TITLE: Addictions and Impulse Control

CREDIT VALUE: 3

PREREQUISITE: 30 credits from Semesters 1 through 4

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, **Date**
Associate Dean

I. COURSE DESCRIPTION

Students study the major issues involved in working with those who have addictive behaviours and disorders of impulse control within a forensic context. An exploration of the major theoretical perspectives of addiction (moral, medical, social learning, biopsychosocial) is

presented. This course focuses on three areas of practice - assessment, treatment, and teamwork - in effective risk management with additional discussions, including harm reduction, comorbidity, and the use of community resources. Through a combination of interactive lecture and presentations, students review and critique relevant literature and controversial topics in the management of these often challenging groups of individuals. Case study examples are used to illustrate various scenarios in theory and practice.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe the major theoretical perspectives of addictive behaviours and impulse control disorders.
2. Define and describe the terms substance abuse and substance dependence as it relates to different classes of substances; pathological gambling, kleptomania, and pyromania. (DSM-IV).
3. Describe the comorbidity between addictive behaviours and other commonly associated disorders (e.g., personality disorders, mood disorders, anxiety disorders).
4. Compare and contrast the theories and application of assessment and treatment approaches and demonstrate the ability to critically appraise these different models.
5. Describe some of the instruments used in the context of a practitioner conducting assessments: e.g., MAST, DAST, IGS, SOGS, IDTS, MCMI-III, DSM-IV criteria, and ICD-10 criteria.
6. Identify treatment objectives and reasonable means for addressing criminogenic needs, keeping in mind comorbid disorders and principles of effective correctional interventions.
7. Demonstrate appropriate interviewing skills, including motivational interviewing and crisis intervention.
8. Facilitate the development of a comprehensive relapse prevention plan addressing a client's high risk areas (from case studies provided).
9. Apply information gathered in assessment and treatment to the ongoing dynamic management of risk in a variety of clinical and case management settings.
10. Critically analyze the controversies associated with addictive behaviours and impulse control disorders. For example, moral versus illness-based models of addiction, the issues surrounding comorbidity and criminal responsibility, and agonist treatments in long-term maintenance.
11. Outline ways of developing and maintaining partnerships with programs and service available in the community.

III. COURSE CONTENT OUTLINE

Week 1 -- Introduction to the Assessment and Treatment of Addictive Behaviours and Disorders of Impulse Control

Introductions

Provision of course materials

Discussion of expectations and responsibilities

Contextualization of addictive disorders and impulse control disorders and their presentation in forensic settings

Week 2/3-- What is Addiction?

Defining addiction (biological, physical and psychological aspects, functional impairment)

Major theoretical perspectives on the development of addictive behaviours and disorders of impulse control (moral, medical, social learning, and biopsychosocial)
Examining common myths surrounding addiction
Harm reduction
The therapeutic relationship, informed consent, and the limits of confidentiality

Weeks 4/5/6 -- Substance Abuse

Defining abuse versus dependence
Description of different classes of substances of abuse
Assessment of substance abuse including clinical interview (motivational interviewing) and assessment instruments
Evaluating readiness for change using the Prochaska and DiClemente model
Cognitive-behavioural treatment and Relapse prevention
Pharmacological treatments and controversies
12-step programs

Week 7 -- Pathological Gambling

Defining problem and pathological gambling
Assessment of pathological gambling including clinical interview and assessment instruments
Applying motivational interviewing and the Prochaska and DiClemente model
Cognitive-behavioural treatment and Relapse prevention
Pharmacological treatments and controversies
12-step programs

Week 8 -- Kleptomania, Pyromania, and Impulse Disorders Not Otherwise Classified

Defining Kleptomania, Pyromania, and Impulse Disorders NOS
Assessment and treatment

Week 9-- Dealing with Lapses and Relapses

Rates of lapse and relapse associated with addictive behaviours
Dealing with lapses to avoid relapse
Harm reduction

Week 10 -- Risk Management, Teamwork, and Community Resources

Risk management strategies for offenders with addictive disorders and impulse control disorders
The Team Approach: case managers, psychology, psychiatry, physicians, community support persons (family, partners), the offender her/himself
Challenges in community management

Week 11 -- Comorbidity

Polysubstance Abuse
“Switching addictions”
Comorbidity with Axis I Disorders (e.g., Mood and Anxiety Disorders, Psychotic Disorders, and Personality Disorders)

Weeks 12/13-- Student presentations

Week 14 -- Safety Skills and Self-Care, Course Wrap-Up and Evaluations

Paper based on Group Presentation Due

Knowing your caseload
Office and community safety
Crisis intervention
Practical tips
Ethical behaviour
Learning and Development
Self-care and time away

IV. REQUIRED TEXTS:

- Lessa, N.& Scanlon W (2006) *Substance Use Disorders* New Jersey: John Wiley & Sons Inc.

V. ADDITIONAL REFERENCES:

- See course website

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

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VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50%.

10 page paper;

Topics to be chosen from a list provided by the instructor,
or other approved topics

40%

Small group presentations (30 minutes)	
Students will chose from a list provided by the instructor or other approved topics	40%
Paper based on group presentation (5 pages)	20%
Summarize the material presented in the class presentation and incorporate Responses from classmate and instructor questions	
TOTAL	100%

IMPORTANT NOTE: All essays must be submitted first to Turnitin.com and then submitted online through Blackboard. *You must keep a copy of everything you submit*, since we will ask for that copy immediately if anything is lost.

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X. LATE ASSIGNMENTS

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XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

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XII. ACADEMIC REGULATIONS

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XIII. ACADEMIC CONCERNS/APPEALS

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XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

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HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

**Course Outline
Academic Year 2013-2014**

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

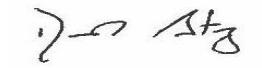
COURSE NUMBER: CRIM 353

COURSE TITLE: **Comparative Corrections**

CREDIT VALUE: 3

PREREQUISITE: 30 credits from Year 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
 Derek Stockley
 Associate Dean

I. COURSE DESCRIPTION

Students examine, compare and analyze the key penal strategies operating in various international correctional systems. The unique features of several representative jurisdictions are also highlighted.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare and contrast the penal strategies at work in various correctional systems.
2. Outline the strengths and challenges inherent in each penal model, and in particular correctional systems.
3. Describe the links between penal strategies and larger imperatives related to governance, labour relations, and differing political climates.
4. Show how the role of correctional officers varies across jurisdictions.
5. Examine significant variations in inmate subcultures, and in disciplinary processes across jurisdictions.
6. Compare performance measurements like cost, effectiveness, and recidivism rates across jurisdictions.
7. Analyze the role, cost and impact of capital punishment across jurisdictions.
8. Compare and contrast the role played by corrections in the political system, social structure and quality of life in each of the countries represented.

III. COURSE CONTENT OUTLINE

1. Introduction to Comparative Penology
2. A Framework for Comparison
3. Neo-liberal Regimes: e.g., *the United States, England, Australia, or South Africa*
4. Conservative Corporatism: e.g., *Germany, the Netherlands, or France and Italy*
5. Social Democratic and Oriental Corporatism: e.g., *Sweden and Finland, Japan*
6. More Repressive (?) Regimes: e.g., *China, Russia, Iran*
7. Corrections in the Developing World: e.g., *India, Mexico, Nigeria*
8. Patterns of Penalty: e.g., *Youth in Prison, Regional Variations*
9. Emerging Issues: e.g., *Multinational Prison Companies, Prisoners & Human Rights*

IV. REQUIRED TEXTS:

There is no text for this course. All required readings are available through the "Course Readings" icon on Blackboard's home page.

V. ADDITIONAL REFERENCES:

Additional online readings are required. See Course Schedule for details. The following websites are also *recommended*, and may be required:

- International Centre for Prison Studies, University of London
- <http://www.kcl.ac.uk/depsta/rel/icps/links-resources.html>
- International Corrections and Prison Association
- <http://www.icpa.ca>
- The Images of Incarceration Archive

- (On Blackboard in “My Courses” as TUTR A30-99)
- Tracking the Politics of ‘Crime’ and Punishment in Canada
- <http://www.tpcp-canada.blogspot.com/>

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; multi-media presentations; small group exercises; online and case-study research.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

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VIII. METHOD OF STUDENT EVALUATION

(See Course Schedule for assignment details.)

Passing Mark is 50%

Mid-Term Exam	15%
In-Class and News Assignments	20%
Group Work and Presentation	15%
Essay	25%
Final Exam	25%
	<hr/>
	100%

IMPORTANT NOTE: All essays must be submitted **first to Turnitin.com** and then submitted online through Blackboard. **You must keep a copy of everything you submit**, since we will ask for that copy immediately if anything is lost.

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X. LATE ASSIGNMENTS

Assignments must be completed by the scheduled deadline. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

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XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of and adhere to the **College's and the program's Academic Regulations**. Humber's regulations can be found at:

<http://www.humber.ca/academic-regulations>

Students should also consult the **Criminal Justice Policy Manual**, which was distributed in September and is posted on Blackboard.

XIII. ACADEMIC CONCERNS/APPEALS

Any student having an academic concern or questioning an academic decision should first discuss the matter directly with the professor; then with the program coordinator if the issue

cannot be resolved; then with the Dean (or designate) if the prior two steps were unsuccessful. See the College's Academic Complaint and Appeal Policy, for additional details.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) will be evaluated either through documented experience or a portfolio, then by an interview. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

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HUMBER

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BAA -

Criminal Justice

Faculty instructor	
Telephone #:	
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Course Outline Academic Year 2013-2014

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PROGRAM: Bachelor of Applied Arts in Criminal Justice

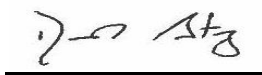
COURSE NUMBER: LAW 354

COURSE TITLE: Canadian Courts – Evolving Through the Charter

CREDIT VALUE: 3

PREREQUISITE: 30 credits from semesters 1 through 4

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, **Date**
Associate Dean

I. COURSE DESCRIPTION

Building on the program's introductory classes on the Canadian justice system, this course requires students to take a second look at the Canadian justice system with particular emphasis

on the post Charter period and the Supreme Court Judicial Review. Though the examination of post 1982 judicial decisions, students critically analyze the role of judicial review within the context of Canadian democratic legitimacy and examine the impact of the Charter on Canadian criminal law. Building on this analysis, they develop a perspective of the Supreme Court of Canada's evolutionary power expansion and identify an expected track for future decisions that will allow actors within the justice field to anticipate future court decision-making trends.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Explain the Supreme Court make-up and constitutional positions as Canada's highest court.
2. Rationalize and explain judicial review within a democratic society.
3. Explain, using specific examples, the significance of Section 1 of the Charter of Rights and Freedoms, its limitations and impact on Canadians.
4. Analyze and explain the significance of the Charter's 'not withstanding' clause (Section 33) on the concept of democracy.
5. Contextualize the significance of Section 33 of the Charter and its impact of expanding judicial review.
6. Identify significant Supreme Court decisions under the Charter and explain their impact on society.
7. Distinguish between judicial interpretation of the law and judicial law making.
8. Critically evaluate the direction that the Charter of Rights has had on Canadian law since 1982.
9. Contextualize the public's perception of the Charter of Rights and Freedoms on improving the quality of life in Canada.
10. Interpret Charter rights and discuss their impact on the legislative process.
11. Suggest future trends in Supreme Court Decision making and the potential that it might have on democratic law making.
12. Compare and contrast the remedy measures of the Charter with respect to their ability to prevent charter violations.
13. Critically analyze and evaluate the protection against cruel and unusual punishment within the framework of Canada's judicial system

III. COURSE CONTENT OUTLINE

Week	Topics	Readings/Assignments
1	Introduction to the Supreme Court Its Mission Statement, Strategic Objectives and the Concept of Judicial Review	Review of the complete Supreme Court of Canada Web Site at http://www.scc-csc.gc.ca/Welcome/index_e.asp Review of On line Legislative tools to be used for this course
2	The Legitimacy of Judicial Review and Charter Interpretation – Expanding Powers for the Supreme Court.	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Ch 2: The Legitimacy of Judicial Review • Ch 3: Interpretation of the Charter of Rights and Freedoms Assignment: 20%

Week	Topics	Readings/Assignments
		<ul style="list-style-type: none"> • 2000 word essay • Working in groups of three, students will select a pre and post 1982 criminal court case reviewed by the Supreme Court in order to compare and contrast the different approach and social impact of Judicial Review in the Post Charter era. Due week 4
3	A Balancing Act - Charter limitations of Section 1 and Section 33.	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Ch 4: Limitations of Charter Rights, • Ch 5 : Legislative Override On – Line <ul style="list-style-type: none"> • R Vs Oakes*
4	Democracy in the Courts	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Ch 7: Litigation and Intervention of The Attorney General and Public Interest Groups. Assignment: 15% <ul style="list-style-type: none"> • Individual essay (1500 words) • <i>Does intervention by the Attorney general or Public Interest Groups support democratic Concepts or undermine the Rule of Law?</i> <p style="text-align: center;"><i>Due Week 6</i></p>
5	Remedies under the Charter -	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Ch 14: Pages 268 – 274 only, Remedies in the Criminal Process • Ch 17: Remedies, relief, injunctions, damages and legislation • Canadian Charter Digest on Sec 24 decisions** including <ul style="list-style-type: none"> ○ R V Collins 1987 ○ R V Stillman 1997 ○ R v Wong 1990 ○ R v Mann 2004 ○ R v Buhay 2003 ○ R v Theren 1985 ○ R V Calder 1996 ○ R V Duarte, 1990 ○ R v KoKesh 1990 ○ R v Feeney 1990 <p>Assignment. 20% Students in appropriate sized groups are to review the above noted cases in their groups and return to class in week 8 and present the constitutional issues emanating from sec 24 for each of the cited</p>

Week	Topics	Readings/Assignments
		cases. A critical component of these short presentations is for students to research beyond the court's finding and determine the social impact the decision had on the administration of Justice
6	Continuation of Case review /Discussions from week 5	Continue Readings from week 5
7	Presentations of cases from the week 5 assignment.	20%
8	Exam: Case Law and The Charter	20 %
9	The Criminal Process and Rights	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Chapter 14 p 235 – 265 (9) • Canadian Charter Digest *** Legal Rights Sec 7 -14 (excluding sec 12)
10	The Criminal Process and Rights	Continued from Week 7
11	Cruel and Unusual Punishment	Readings: Sharpe and Roach <ul style="list-style-type: none"> • Ch 14 p 265 -266 • Canadian Charter of Rights Digest Sec 12**** <ul style="list-style-type: none"> ○ R v Goltz 1991 ○ Smith v R 1987 ○ Lyons V R 1987 ○ United States V Burns 2001 (Extradition – Capital Punishment)
12	The Pre Charter Supreme Court	Readings: <p>Sparrow V The Queen 1990 at http://www.bloorstreet.com/200block/rsparrow.htm</p> <p>Manfredi and Kelly. McGill Law Journal 2004 Misrepresenting the Supreme Court's Record at: http://lawjournal.mcgill.ca/abs/vol49/3manfr.pdf</p> <p>and Choundhry McGill Law Journal 2003 http://www.law.utoronto.ca/documents/choundhry/measuring_judicial_activism.pdf</p> <p>Human Rights History in Canada at http://www.chrc-ccdp.ca/en/index.asp</p> <p>Assignment: 25% (Final Assignment)</p>

Week	Topics	Readings/Assignments
		In 3000 words, describe the evolution of the Supreme Court Judicial Review with respect to criminal cases (Pre/Post Charter) and demonstrate, using examples, how you believe judicial review will continue to evolve and what this will mean for Canadians.
13	The Future of Judicial Review	Why the Charter May not be such a bad thing – A dialogue between the Courts and the Legislature by BY HOGG* AND. BUSHELL, 1997 <i>Osgoode Hall Law Journal</i>
14	Predictions, Can legislation that will eventually come under judicial review be identified and avoided? Submission of Final Assignment	Using cases and readings from the previous 13 weeks of work, participants will take part in a panel discussion on common markers that criminal cases share that have made them open to judicial review.

*R V Oakes available at:

<http://www.canlii.org/eliisa/highlight.do?text=r+v+oakes&language=en&searchTitle=Federal&path=en/ca/scc/doc/1986/1986canlii46/1986canlii46.html>

** Canadian Charter Digest , Sec 24 at:

http://www.canlii.org/en/ca/charter_digest/s-24-2.html

***Canadian Charter of Rights Digest at:

http://www.canlii.org/en/ca/charter_digest/index.html

**** Canadian Charter of Rights Digest at:

http://www.canlii.org/en/ca/charter_digest/s-12.html

IV. REQUIRED TEXTS:

- Robert J. Sharpe and Kent Roach The Charter of Rights and Freedoms – Essentials of Canadian Law, Third Edition. Irwin Law ISBN 1-55221-108-8

V. ADDITIONAL REFERENCES:

- See numerous web sites listed in the course schedule under the Canadian Charter of Rights and Freedoms Digest located at http://www.canlii.org/en/ca/charter_digest/index.html
- THE *CHARTER* DIALOGUE BETWEEN COURTS AND LEGISLATURES (Or Perhaps The *Charter Of Rights* Isn't Such A Bad Thing After All) BY PETER W. HOGG* AND ALLISON A. BUSHELL, 1997© *Osgoode Hall Law Journal* Archived at http://www.ohlj.ca/archive/articles/35_1_hogg_bushell.pdf

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50%.

1.	Group Assignment (2000 words)	20%
2.	Individual Assignment (2000 words)	15%
3.	Group Presentation	20%
4.	Exam (Case law)	20%
5.	Final Assignment	<u>25%</u>
6.	Total	100%

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students

are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial
<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the

student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR

2013/2014

Course Title: Clinical Criminology			
Course Code: CRIM 403	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s): 30 credits from Semesters 1 – 4 including CRIM 151 Introduction to Criminology	Co-requisite(s): N/A	
Pre-requisite for:			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Identify the process of program management and measure the cost and effectiveness of correctional programs.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean

Signature: 

Date: August 2013

Course Description

Over the past several decades, understanding of criminal behaviour has been fundamentally altered by advances in the medical, behavioural, and social sciences. The application of clinical technologies to the assessment and management of risk has contributed much to the ultimate societal goal of increased community safety. This course highlights the many specialized disciplines that contribute to the study and understanding of criminal and deviant behaviour. In particular, psychology, psychiatry, social work, and behavioural assessment specialists from law enforcement agencies all contribute valuable perspectives. Students are exposed to a wide variety of topics associated with the intersection between clinical and behavioural presentations and criminal behaviour, including fitness to stand trial; criminal responsibility; classification, assessment, and treatment of mentally disordered offenders; punishment and rehabilitation; prediction of danger and risk assessment; criminal profiling; and special needs populations.

Course Rationale

This course allows students to explore the complex issue of risk assessment and management which professionals working in the justice field are required to do on a daily basis. Students build upon skills and knowledge generated from previous courses in developing an enhanced and advanced understanding of assessing and determining risk and how this knowledge informs and guides how an offender is managed within the Criminal Justice System in Canada.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Compare and contrast a variety of clinical presentations found in offender populations and generate profiles associated with involvement in criminal behaviour.
2. Discuss epidemiological issues in criminology; particularly in relation to the changing cultural profile in Canadian society.
3. Critically assess the legitimacy of the legislative, correctional, and clinical handling of offenders in contemporary Canadian society.
4. Discuss the need for evidence-based practice in managing criminal behaviour; particularly, in regard to risk in community settings.
5. Describe the complexity of criminal behaviour and the need for a multi-disciplinary approach to understanding its manifestations.
6. Critically assess literature related to crime, deviance, and behavioural control --including medical, psychological, sociological, and criminological perspectives.
7. List and support (with empirical literature) predictors of criminal behaviour and recidivism.
8. Identify areas for future research or transformation in the assessment, treatment, and management of offenders.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	Communication	x	Critical Thinking & Problem Solving	x	Interpersonal
	Numeracy		Information Management		Personal

Learning Resources

Required Resources:

- Pozzulo, J., Bennell, C., & Forth, A. (2012). *Forensic psychology*. Toronto, ON: Pearson.

Additional Readings will be assigned by instructor.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to Clinical Criminology/Forensic Psychology, Expert Testimony		Chapter 1 (Pozzulo et al)
2	Credibility, Deception, and Malingering Pre-Trial/Sentencing		Chapters 4 and 8 (Pozzulo et al) Additional reading

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
	Issues		TBA
3	Jury Decision Making Eyewitness Testimony	Research Paper 1 page proposals Due	Chapters 5 and 7 (Pozzulo et al) Additional readings TBA
4	Mental Illness and Crime Part 1: DSM-IV-TR Axis I and Impulse Control Disorders		Chapter 8 (Pozzulo et al) Additional readings TBA
5	Mental Illness and Crime Part 2: DSM-IV-TR Axis II Disorders and Psychopathy		Chapters 8 and 11 (Pozzulo et al) Additional readings TBA
6	Punishment and Rehabilitation Risk Assessment		Chapters 9 and 10 (Pozzulo et al) Additional readings TBA
7	Domestic Violence	Research Paper Due	Chapter 13 (Pozzulo et al) Additional readings TBA
8	Domestic Violence		Chapter 14 (Pozzulo et al) Additional readings TBA
9	Special Populations (e.g., Youth, Women, Aboriginal Offenders, Developmental Disabilities)		Chapter 14 (Pozzulo et al) Additional readings TBA
10	Assessment, Classification, and Treatment of Violent and Sexual Offenders		Chapter 12 (Pozzulo et al) Additional readings TBA
11		Group Presentations	
12		Group Presentations Group Presentation Evaluations	
13	Exam Review	Group Presentation Group Presentation Evaluations	

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
14		Group Presentation Evaluations Final Exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Research Paper (Due Week of October 14 th)	30
Small group class presentation (30 minutes) (Students sign up for presentation in either week 11,12, or 13)	25
Group Presentation Evaluation (Due 1 week after Group Presentations)	10
Final Examination – Week of December 2nd	35
Total:	100%

Course Specific Policies and Expectations

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are ***expected to attend each class*** and to ***participate in a professional manner***. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

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Turn-it-in

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<http://library.humber.ca/tutorials/QuoteIT/index.html>

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- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including

plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

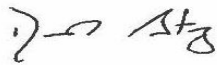
Course Title: Restorative Justice			
Course Code: CRIM 401	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s): 30 credits from semesters 1-4 including PSYC 203	Co-requisite(s): N/A	
Pre-requisite for:			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean

Signature:



Date: August 2013

Course Description

Students explore the various conceptions and philosophies of restorative justice (RJ) as a promising alternative to the conventional juridical model. They study the historical, anthropological and theological roots of the restorative paradigm by charting the evolution of theory and practice, and their critical points of intersection. The historical context, largely, is a complex milieu of competing theoretical perspectives. In order to derive a sufficiently nuanced understanding of the restorative paradigm students must critically assess both the practical efficacy and challenges of restorative justice in contrast to prevailing legal frameworks. Additionally, students address some contemporary theoretical issues, difficulties, and implications for the restorative paradigm - for instance, the complexity of restorative justice as a response to sexual and domestic violence, child maltreatment, and school bullying.

Course Rationale

RJ is becoming an increasingly used alternative for diversion, sentencing and reintegration into communities following incarceration. However, it is not a panacea and it's important to identify if and when RJ is appropriate. It's also important to focus on the over-representation of Aboriginal people in the justice system, and look towards RJ as an alternative to incarceration. By taking a hands-on approach to the topic, this course helps address these concerns.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate a substantive and critical understanding of restorative justice.
- Employ methods of inquiry and evaluation to assess restorative justice practices
- Apply understanding and developed knowledge of the philosophy and practices of restorative justice.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
	Numeracy		Information Management		Personal Management

Learning Resources

Required Resources:

- McLaughlin, E. Fergusson, R., Hughes, G. & Westermarland (2003). *RJ: Critical Issues*
- Totten, Caputo & Kelly (2003). *Community Toolkit for a Youth Restorative Justice Project*. Ottawa: YSB. (posted on blackboard website)
- Caputo, Kelly & Totten (2006). *The 'Community' as a Policy Instrument: Restorative Justice as a Community-based Response to Youth Crime*. *Canadian Review of Social Policy* (57). (posted on blackboard website).

Supplemental Resources:

- Additional electronic readings will be assigned on the course website.

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to RJ	Assignment of groups for in-class presentation; groups sign up for a date between units 3 - 8	McLaughlin et al, Preface
2	A Brief History of Restorative Justice	Case Studies for in-class presentation handed out;	McLaughlin et al, Chapters 1 and 2 Totten RJ Toolkit (2003)
3	Contrasting Approaches	In-class group presentations start (group facilitation of Community Justice Forums, other forms of RJ interventions;	McLaughlin et al., Chapters 3 and 4; Totten RJ Toolkit (2003)

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
		Case Study Handed out for <i>Case Analysis Paper</i>	
4	Types of RJ: family group conferencing; mediation; victim-offender reconciliation; community justice forums; sentencing circles; reintegration circles; the nuts and bolts of RJ facilitation	In-class presentations continued	McLaughlin et al., Chapters 6 and 7; Totten RJ Toolkit (2003)
5	Types of RJ (cont'd); the nuts and bolts of RJ facilitation (cont'd)	In-Class Presentations continued; Case Study Paper due	McLaughlin et al., Chapters 8 and 9; Totten RJ Toolkit (2003)
6	Critical Issues 1; Gender, Domestic Violence, and RJ	In-Class Presentations continued	McLaughlin et al., Chapters 10 and 11; Totten RJ Toolkit;
7	Critical Issues 2; The Use of Shame; Stigmatization; Reintegration	Class Presentations continued	McLaughlin et al., Chapter 12
8	Critical Issues 3; The case of Canada's Aboriginal people and RJ: The Gladue principle and considerations. Are Aboriginal offenders really given special consideration?	Class Presentations continued	McLaughlin et al., Chapter 13
9	Restorative Justice in Practice		McGlaughlin et al., Chapter 14
10	Communities and Restorative Justice		McGlaughlin et al., Chapter 13; Caputo et al. Canadian Review of Social Policy paper
11	The Future of RJ; Exam Review	Final Exam (Take Home) handed out	McLaughlin et al., Chapters 15 and 16

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
12		Final Exam Due at start of class	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Case Analysis Paper (due week of October 7 th)	35
In-class presentation (facilitation of Community Justice Forum) (Groups sign up for a date starting week 3 of term until week 8)	30
Take Home Final Examination (due week of December 2 nd)	35
Total:	100%

Course Specific Policies and Expectations

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience

Turn-it-in

Students may submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial <http://library.humber.ca/tutorials/QuoteIT/index.html>

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- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

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Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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Faculty:	
Email:	
Faculty	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: A Foundation of Law: How Case Law Reflects Canadian Core			
Course Code: LAW 402	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice		Pre-requisite(s): 30 credits from	Co-requisite(s):
Pre-requisite for: N/A			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.
- Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.
- Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.
- Engage in an on-going process of self-knowledge and self-reflection.

Approved By: Dean/Associate Dean: Derek Stockley

Signature:
2013

D. Stg

Date: August

Course Description

Students examine the role that Canada's legal system plays in shaping the evolution and character of Canadian society. Using controversial cases of public concern dealing with topics such as marijuana use, abortion, state surveillance, assisted suicide, hate propaganda, same sex marriage and freedom of expression, students evaluate their impact on society through analysis of mainstream media coverage and illustrate or predict changes to societal norms.

Course Rationale

This course allows students to explore the complex interaction between the courts and the public. This allows students to use the skills and knowledge from previous courses in developing their understanding of the justice system and courts in Canada. By using real legal cases, students have a greater understanding of jurisprudence, the functions of the courts and the complexities and implications of the decisions.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify significant issues affecting Canadian societal norms.
2. Explain the impact of court decisions on different Charter Rights.
3. Explain the implications of split decisions under Judicial Review.
4. Critique the response of mainstream media on how judicial decisions are reported to the media.
5. Critically evaluate the role of the court in creating law and expanding police powers.
6. Evaluate the impact of judicial review on individual behaviour.
7. Describe the importance of identifying and understanding judicial trends and explain their impact on policy makers.
8. Discuss the role of mainstream society in shaping societal norms and values.
9. Discuss and assess the role of appointed individuals in shaping Canada's policy.
10. Identify emerging issues that will possibly result in judicial review.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	Communication	x	Critical Thinking & Problem Solving	x	Interpersonal
	Numeracy	x	Information Management	x	Personal Management

Learning Resources

Required Resources:

- Pavlich G. (2011) *Law and Society Redefined*. Toronto:OUP

Supplemental Resources:

- Sandel M. (2010) *Justice : What's the right thing to do?* Penguin Books

Legal Cases

1. Euthanasia- R v Latimer,2001
<http://www.canlii.org/eliisa/highlight.do?text=Latimer&language=en&searchTitle=Federal&path=/en/ca/scc/doc/2001/2001scc1/2001scc1.html>
2. Assisted Suicide - Rodriguez v the Queen 1992
<http://www.canlii.org/en/bc/bcsc/doc/1992/1992canlii726/1992canlii726.html>
3. Abortion- R V Morgentaler, 1988
<http://www.canlii.org/eliisa/highlight.do?text=abortion&language=en&searchTitle=Federal&path=/en/ca/scc/doc/1988/1988canlii90/1988canlii90.html>
4. Intoxication/rape - Daviault V. The Queen,1994
<http://www.canlii.org/eliisa/highlight.do?text=Daviault&language=en&searchTitle=Federal&path=/en/ca/scc/doc/1994/1994canlii61/1994canlii61.html>
5. Private Party/Intoxicated guest -Childs V, Desormeaux, 2006
<http://www.canlii.org/en/ca/scc/doc/2006/2006scc18/2006scc18.html>
6. Care and Control - R V. Toews, 1995
<http://www.canlii.org/eliisa/highlight.do?text=toews&language=en&searchTitle=Federal&path=/en/ca/scc/doc/1985/1985canlii46/1985canlii46.html>
7. RIDE/ Sec 1 – R V. Ladouceur, 1990
<http://www.canlii.org/en/ca/scc/doc/1990/1990canlii108/1990canlii108.html>
8. Child Pornography - R V Sharpe, 200
<http://www.canlii.org/en/ca/scc/doc/2001/2001scc2/2001scc2.html>
9. Hate Propaganda -R V. Keegstra, 1990
<http://www.canlii.org/en/ca/scc/doc/1990/1990canlii24/1990canlii24.html>
10. Blood Transfusion/Religion - R V. Childrens Aid Society of Metropolitan Toronto,1995
<http://www.canlii.org/en/ca/scc/doc/1995/1995canlii115/1995canlii115.html>
11. Association to Terrorist groups/ deportation - Al Yamani V Canada, 1995
<http://www.canlii.org/en/ca/fct/doc/1995/1995canlii3553/1995canlii3553.html>
12. Church confession- R V Gruenke, 1991
<http://www.canlii.org/en/ca/scc/doc/1991/1991canlii40/1991canlii40.html>
13. Same Sex Marriage – Ref. Same Sex Marriage SCC 2004 – 79
<http://www.canlii.org/en/ca/scc/doc/2004/2004scc79/2004scc79.html>
14. Rights of a Foetus – Borowski v Canada 1989
<http://www.canlii.org/en/ca/scc/doc/1989/1989canlii123/1989canlii123.html>
15. Racial Profiling – R v Brown, 2003
<http://www.canlii.org/eliisa/highlight.do?text=decovan+Brown&language=en&searchTitle=Ontario&path=/en/on/onca/doc/2003/2003canlii52142/2003canlii52142.html>
16. Possession of Marijuana – R. v. Malmo-Levine; R. v. Caine, 2003
<http://www.canlii.org/en/ca/scc/doc/2003/2003scc74/2003scc74.html>
17. Driving as a Right – Horsefield v Registrar Motor Vehicles, 1999
<http://www.canlii.org/en/on/onca/doc/1999/1999canlii2023/1999canlii2023.html>
18. Seizure of bodily fluids R V Stillman, 1997

<http://www.canlii.org/en/ca/scc/doc/1997/1997canlii384/1997canlii384.html>

19. Police search/Investigative detention. R V Mann, 2004

<http://www.canlii.org/eliisa/highlight.do?language=en&searchTitle=Federal&path=/en/ca/scc/doc/2004/2004scc52/2004scc52.html>

20. Video surveillance – R v Wong, 1990

21. Thermal surveillance – R v Tessling 2004

22. Police Jailhouse informant R v Hebert ,1990

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1.	Jurisprudence: The role of law in society		Pavlich ch1-4
2.	Society <i>Sui generis</i>		Pavlich ch 5-8
3.	The promise of justice	Jurisprudence test Week of Sept 16	Pavlich ch 9-11
4.	Assisted Suicide/ Euthanasia	Group presentation, individual paper	Cases 1-3
5.	Intoxication	Group presentation, individual paper	Cases 4-7
6.	Freedom of Expression and Equality	Group presentation, individual paper	Cases 8-12
7.	Equality	Group presentation, individual paper	Cases 13-15
8.	Liberty, Security of the Person, and Search & Seizure	Group presentation, individual paper	Cases 16-19
9.	Privacy and Surveillance	Group presentation, individual paper	Cases 20-22
10.	Impact of the law on Canadians	Essay due Nov23	
11.	Final Exam	Week of Dec 2	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Group oral presentation x2	20
Individual case paper x2	25
Individual essay	25
Jurisprudence Test:	15
Final Exam	15
Total:	100%

Course Specific Policies and Expectations

Attendance

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Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are

provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a

Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

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Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

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Faculty:	
Email:	
Program Coordinator:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Management in the Criminal Justice System			
Course Code: MGT. 404	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts – Criminal Justice	Pre-requisite(s): 30 credits from semesters 1-4 , HIST 102, & CRIM 152	Co-requisite(s): n/a	
Pre-requisite for: n/a			
Restrictions: n/a			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Describe and analyze the structure and operation of correctional facilities.. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify the process of program management and measure the cost and effectiveness of correctional programs.

Approvals

Approved By: Dean/ Associate Dean:	Derek Stockley:
Signature: 	Date: August 2013

Course Description

This course examines management theory and practice as it applies to the justice sector. Trends within the Canadian Justice System and management practices are studied. Students explore the challenges of managing a human service organization in the public sector, taking into consideration financial constraints, labour relations, diversity, and the governance structure. Case studies are used to apply the theory covered in this course. In addition to leadership principles, management practices and approaches, there is a focus on personal reflection, assessment and growth.

Course Rationale

This course critically exams a range of key concepts and theoretical approaches within criminal justice organizations. It enables students to understand the political context organizations operate in as well as apply management theories to the various types of organizational structures, systems and staff.

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Differentiate between management and leadership.
2. Describe the structure and organizational culture of organizations within the criminal justice system.
3. Identify the human resource challenges within criminal justice organizations.
4. Discuss the importance of decision making in the organization.
5. Describe a rational decision making model.
6. Identify the challenges and opportunities in conflict management and describe a model of conflict behaviour and intervention.
7. Describe the importance of integrating ethics into management and leadership.
8. Identify the challenges and the opportunities of managing in a diverse culture.
9. Evaluate the effectiveness of an organization.
10. Articulate the common indicators of resistance to change in an organization.
11. Identify the organizational requirements for change to occur within an organization.
12. Discuss future trends related to management and leadership in criminal justice organizations

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X Communication	X Critical Thinking & Problem Solving	X Interpersonal
Numeracy	X Information Management	X Personal Management

Learning Resources:

- E-TEXT available (from publisher) or hardcopy from bookstore
- Stojkovic, S., Kalinich, D., and Klofas, J., (2012). *Criminal Justice Organizations: Administration and Management*, 5th edition. Thomson Wadsworth, Publishing, United States.

Supplemental Resources:

- Additional Readings will be provided by the professor as needed in class.

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Learning Delivery Format

This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Course orientation and Review of Evaluation	APA writing, Critical Thinking Exercises, Review HR policies	Handouts
2	Criminal Justice Organizations	Quiz 1	Chapter 1 (Stojkovic et al)
3	Structure of Criminal Justice Organizations	Quiz 2	Chapter 2 (Stojkovic et al)
4	Problems of Communication	Quiz 3	Chapter 4 (Stojkovic et al)
5	Motivation of Personnel	Article Review Due Quiz 4	Chapter 5 (Stojkovic et al)
6	Leadership	Group Presentations Quiz 5	Chapters 7 (Stojkovic et al)

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
7	Employee Evaluation and supervision	Group Presentations Quiz 6	Chapter 8 (Stojkovic et al)
8	Occupational Socialization	Group Presentations Quiz 7	Chapters 9 (Stojkovic et al)
9	Power and Political Behaviour	Group Presentations	Chapters 10 (Stojkovic et al)
10	Organizational Conflict	Group Presentations	Chapters 11 (Stojkovic et al)
11	Decision Making	Group Presentations	Chapters 12 (Stojkovic et al)
12	Managing Change and Innovation Group presentation (Group)	Group Presentations Portfolio Due	Chapter 14 (Stojkovic et al)
13	Course Review & Feedback	Group Presentations if needed	End of Course Counselling
14	Exam Week		

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

Group presentations	20%
Book/Article Review	15%
Leadership Portfolio	30%
Quizzes (7) x (5%) drop worst score	30%
Attendance, Engagement	5%
Total	100%

The last day to withdraw from this course without Academic Penalty is November 1, 2013.

Course Specific Policies and Expectations

Attendance

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North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Phone #:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 451

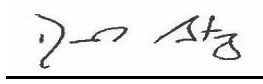
COURSE TITLE: **Special Topics in Criminal Justice**

CREDIT VALUE: 3

PREREQUISITE: 30 credits from semesters 1 – 4 including CRIM 151 – Introduction to Criminology

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:
Derek Stockley,
Associate Dean



August 2013

Date

I. COURSE DESCRIPTION

Students examine and analyze various topics in criminal justice which may change from year to year to reflect current issues. This advanced course explores: (1) methodological issues in

criminal justice studies such as validity, reliability, measurement tools, and research ethics in social sciences; (2) career criminals and repeat offenders with special emphasis on white-collar/corporate crime, deviance, and organized crime; (3) integrated theories and theoretical models in criminology and criminal justice; and (4) Mental health concerns in CJS and mental health court. This is a seminar-based course, which is designed to provide students with the theoretical background to critically analyze abstract and real world problems.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Identify quantitative methodological issues such as validity, reliability, and research ethics
2. Design a measurement tool based on the Likert method of summated ratings
3. Design a successful research poster
4. Trace the history of white collar and organized crime in North America
5. Explain the concept of the career criminal and describe/differentiate the types of white collar criminals
6. Outline and explain the various sources and characteristics of white collar criminals. Describe past, present and future challenges facing law enforcement / legislation related to white collar and organized crime.
7. Identify and discuss the definition, nature and extent of organized crime in North America.
8. Identify contemporary issues in the Canadian criminal justice system relating to mental health issues and mental health court
9. Identify and discuss the impact of white collar and organized in terms of victimology and societal cost.

III. COURSE CONTENT OUTLINE

1. Introduction to the course and a specific focus on seminar design
2. Methodological issues - validity, reliability, and research ethics
3. Measurement tools – Likert method of summated ratings
4. Research poster design
5. Integrated theories and theoretical models in criminology
6. White Collar Crime: sources and characteristics of offenders
7. Investigating White Collar Crime
8. Victims and Cost of White Collar Crime
9. Organized Crime: definition and characteristics
10. Theories of organized criminal behaviour
11. The business of Organized crimes
12. Myths, Stereotypes: Does the Mafia Really Exist, Movie: *Goodfellas*
13. Mental health court

IV. REQUIRED TEXTS:

- Shover, Neal, and Wright, John Paul, Eds. (2001). *Crimes of Privilege: Readings in White-Collar Crime*. Oxford: Oxford University Press.

V. ADDITIONAL REFERENCES:

- The Professor will provide additional reading material from time to time to supplement readings (i.e.: current issues / social problems in the media/ reports from Stat-Canada)

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students have the opportunity to participate in a variety of learning modes including: role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

- Group presentation 30%
- Research poster presentation 15%
- Mid-term Exam 15%
- Journal Critique 10%
- Research paper 30%
- Total 100%

The passing mark for this course is 50 %.

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are

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Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	
Email:	
Faculty Availability:	
Program Coordinator:	

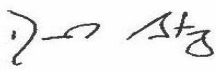
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Criminal Justice Research Project			
Course Code: CRIM 452	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor Applied Arts – Criminal Justice	Pre-requisite(s): All Courses in Semesters 1	Co-requisite(s):	
Pre-requisite for:			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Examine a range of research strategies and methods and assess the appropriateness of their use.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean

Signature: 

Date: August 2013

Course Description

In this capstone course, students apply the knowledge and skills developed throughout the program by developing a comprehensive thesis or completing a research project on a topic related to criminal justice. Students have the option of working individually or in small groups.

Course Rationale

Students demonstrate their research, ethical, and critical thinking skills that they have cultivated in the program to apply in the capstone criminal justice project. They gain extensive insight into the criminal justice topic(s) of their choosing and are given the opportunity to share this knowledge through written and oral dissemination to peers and faculty members.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Plan, conduct and report on a program of original research
2. Design, use and analyze various study techniques (questionnaires, focus groups, interviews, secondary analysis etc.) AND/OR complete a critical and extensive review of literature to answer a research question
3. Access, evaluate and synthesize information from primary literature and other credible sources.
4. Communicate with group members, fellow students, and faculty in an effective manner.
5. Identify the relevance of the project and integrate its' relationship to the field of criminology.
6. Present the project, orally and in written format, in a professional, effective manner.
7. Respond to questions from faculty and peers related to the project

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication - X	Critical Thinking & Problem Solving - X	Interpersonal - X
Numeracy - X	Information Management -	Personal Management X

Learning Resources

Required Resources: There is no required text for this course, although the instructors will suggest potential resources for students throughout the course Blackboard website.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; tutorials, consultations with research consultants and research project supervisors.

Course Content FALL SEMESTER

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
Introduction – Week 3	Introduction/Expectations/ Course Requirements		
Mandatory Lecture – Week 4	Research Writing Session		
Research Proposal – Week 5		Research Proposal Due (5%)	
Mandatory Lecture – Week 6	Research Ethics Session		
Ethics Assignment – Week 8		Ethics Assignment Due (5%)	
Mandatory Lecture – Week 15	SPSS Session		

WINTER SEMESTER

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1. Introduction	Expectations/Assignments		Readings available throughout the semester on
2. Scheduled Meetings with Faculty			
3. Mandatory Lecture	Writing Seminar	Introduction/Outline Due (5%)	
4. Scheduled Meetings with Faculty			
5. Mandatory Lecture for Groups	SPSS Session		

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
6. Scheduled Meetings with Faculty			
<i>READING WEEK BREAK</i>			
7. Mandatory Lecture for Groups	SPSS Session	Literature Review Due for Individuals (15%)	
8. Mandatory Lecture for Individuals	Limitations/Future Research Session	Methods/Results Due for Groups (15%)	
9. Scheduled Meetings with Faculty			
10. Mandatory Lecture	Academic Poster Presentation Session		
11. Scheduled Meetings with Faculty		Final Research Paper Due (50%)	
12. Scheduled Meetings with Faculty			
13. Special CJ Event	CJ Poster Conference	Research Dissemination Due	
14. Oral Exams Provided (if necessary)		Proficiency/Competency Due (10%)	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Research Proposal (Fall semester)	5
Ethics Assignment (Fall semester)	5
Introduction/Outline	5
Literature Review OR Methods/Results	15
Final Research Paper	50
Research Dissemination	10
Proficiency/Competency	10
Total:	100%

Students submit each of the above components for review and feedback throughout the term. Due to the cumulative nature of this research project, all assignments must be submitted for a final grade to be assigned. Also, given that some students are working in groups, should it become known that a member or members are failing to contribute, a mandatory oral exam will be given and/or individual grades will be assigned to ensure understanding and contributions to the project.

Course Specific Policies and Expectations

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

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- Require the submission of specified rough notes and drafts

Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course has received approval from the Humber Research Ethics Board (REB) in accordance with criteria established by the Tri-Council. This designation permits minimal and no risk projects involving human participants to be approved by the course professor. The professor has completed ethics training and is well qualified to oversee these research projects. Any projects undertaken that are of greater than minimal risk, including those conducted with vulnerable populations, must be individually approved by the Humber REB.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
					X

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

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HUMBER

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BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

**Course Outline
Academic Year 2013-2014**

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

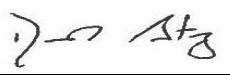
COURSE NUMBER: CRIM 453

COURSE TITLE: Social Policy Issues and the Criminal Justice System

CREDIT VALUE: 3

PREREQUISITE: 30 Credits from Years 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, **Date**
Associate Dean

I. COURSE DESCRIPTION

Students analyze major theories of the policy-making process, and major methods of policy analysis, and apply them to the study of contemporary issues. Analyzing social and penal policy

requires an interdisciplinary approach that draws from a number of disciplines, including sociology, criminology, social work, political economy and public administration. The course considers how social and criminal justice problems are conceptualized and come to the attention of policymakers. It also studies how policy is developed and implemented, and how policy's consequences (intended and unintended) are understood and/or resisted. The effectiveness of various policy interventions are considered, as are their implications for future policymaking and practice. Particular attention is paid to current policy issues and debates.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Identify places where social and penal policies are made, assess their relative importance, and describe the roles of policymakers at various levels.
2. Outline the historical links between criminal justice policy and social policy.
3. Explain how the theories behind social and criminal justice policies interact with political and economic realities.
4. Describe new and innovative approaches to policy, and to policy-making, in the social and criminal justice field.
5. Discuss the complex relationship that joins social justice and criminal justice.
6. Identify and assess questions at the intersection of social policy and criminal justice.
7. Evaluate what is happening in the social and penal policy environment.
8. Consider, from a broad perspective, the meaning of policy-making in a democratic state.

III. COURSE CONTENT OUTLINE

1. Course introduction and overview.
2. Conflicting views in social policy and criminal justice.
3. Crime in its historical and contemporary contexts.
4. Theory and practice in the policy process.
5. Discretion, irrationality and resistance in the policy process.
6. Welfare and penal policy.
7. Criminalization of social problems.
8. Identity, community and social exclusion.
9. Mid-term Exam.
10. Crime prevention and community safety.
11. Penal policies and community safety.
12. Consequences of mass incarceration.
13. The future of social policy and social control.
14. Final Exam.

IV. REQUIRED TEXTS:

A course pack and/or a list of online sources will be made available

V. ADDITIONAL REFERENCES:

Additional online readings are required. See Course Schedule for details.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; multi-media presentations; small group exercises; online and case-study research.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

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VIII. METHOD OF STUDENT EVALUATION

(See Course Schedule for assignment details.)
is 50%

Passing Mark

ASSIGNMENTS	%
Mid-Term Exam	15%
In-Class Simulations & Exercises	15%
Seminar Presentation: Policy Proposal	20%
Essay	25%
Final Exam	25%
Total	100%

IMPORTANT NOTE: All essays must be submitted first to Turnitin.com and then submitted online through Blackboard. *You must keep a copy of everything you submit*, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial: <http://library.humber.ca/tutorials/QuoteIT/index.html>

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XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of and adhere to the **College's and the program's Academic Regulations**. Humber's regulations can be found at:

<http://www.humber.ca/academic-regulations>

Students should also consult the **Criminal Justice Policy Manual**, which was distributed in September and is posted on Blackboard.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

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HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

**Course Outline
Academic Year 2013-2014**

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 454

COURSE TITLE: Crime Prevention Project

CREDIT VALUE: 3

PREREQUISITE: CRIM 151 Introduction to Criminology
 CRIM 152 Community Corrections
 PSYC 203 Conflict Management
 SOCI 251 Social Problems and the Criminal Justice System
 CRIM 204 Youth Crime
 RSMT 201 Research methods
 PSYC 301 Psychology of Criminal Conduct
 CRIM 352 Addictions and Impulse Control

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:
Derek Stockley,
Associate Dean

August 2013

I. COURSE DESCRIPTION

Instead of being based on scientific evidence, the crime prevention and policy agenda is seemingly driven by political ideology, anecdotal evidence and trends. Building on the knowledge and skills acquired during the previous seven semesters of study in the criminological fields of social development, situational crime management and correctional incapacitation, this course challenges students to apply their skills and knowledge to develop a crime management plan using a holistic justice systems approach. Students apply their skills in statistical analysis, research methods, and conflict management in conjunction with their understanding of criminological motivators and deviant behaviour to develop a strategic implementation plan for a community partner in order to address a criminogenic challenge. The ultimate product is a stand alone implementation plan for a community group encompassing the scientific principles of evidenced based practice, measurement and crime reduction within the framework of the justice system. Students have the option of working individually or in small groups.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare and contrast the three different crime management strategies available within the justice system (social development, situational, corrections).
2. Identify best practices within a scientifically valid evidenced-based practice framework.
3. Explain the limitations of a limited approach to crime management.
4. Describe the crime prevention focus of the different stakeholder groups within the justice system (police, community, justice and corrections).
5. Illustrate the importance of statistical analysis in studying community issues.
6. Explain the importance of understanding deviant behaviour in developing management strategies for crime prevention.
7. Analyze, critique and explain the value and limitations of research methodologies being considered as best practices.
8. Locate, interpret and apply scientifically validated evidenced-based findings in crime prevention within the social, situational and corrections field offences against persons, property and public order.
9. Locate funding opportunities for crime prevention efforts supporting specific initiatives.
10. Assess research findings for initiatives under development as to their relevance and validity.
11. Develop and assess measurement strategies against how they pertain to goals.
12. Manage complex tasks in a team environment.
13. Identify external partners / stakeholders.
14. Consult with external agencies undertaking similar projects.
15. Build partnerships.
16. Consider and apply ethical standards in developing research projects.
17. Present ideas, opinions and projects to community partners.

III. COURSE CONTENT OUTLINE

Week	Topics	Readings/Assignments
1	Who is responsible for Crime Prevention	Constitution of Canada Sec 93

Week	Topics	Readings/Assignments
	– Legislative and Ethical Responsibility Project Planning – a rough guide	A Community Crime Management Strategy, Berube 2003 (Supplied by Prof.)
2	Problems, definitions and evaluations of Crime Prevention Community Crime Plan Project Assigned	Lab Chapter 1 –Crime and Fear Chapter 2 –Defining and Modelling C.P. Chapter 3. Evaluation of C.P.
3	Primary Crime Prevention Family, Neighbourhoods and the physical environment	Lab Chapter 4: Physical environment Chapter 5 Neighbourhoods Chapter 7 Mass Media
4	Secondary Crime Prevention Situational Crime Prevention	Lab Chapter 10: Predictions for secondary C.P. Chapter 11 Situational C.P.
5	In Class Progress Discussion/ Presentations on Projects / Progress Meeting with Teams	
6	Evidenced-Based Practice and the Science of Crime Prevention	The Maryland Scientific Scale Report: Evaluation Prevention: Elements for an Alternative Approach; http://www.crime-prevention-intl.org/publications/pub_109_1.pdf
7	Guest Speaker – Role of Corrections in Preventing Crime	Guest Speaker
8	Canada’s National Crime Prevention Strategy - Strengths and Weaknesses	Review complete Web site of the National Crime Prevention Centre’s Web Site. http://www.publicsafety.gc.ca/prg/cp/index-en.asp
9	Lab / Team Progress Meetings	
10	Social Development and Situational Crime Prevention	Guest Speaker
11	Group Presentations	
12	Group Presentations	
13	Community Partner feedback opportunity Feedback on presentations	
14	Submission of final projects	

IV. REQUIRED TEXTS:

- Lab S.P. (2010) *Crime Prevention Approaches, Practices and Evaluations* 7th ed

ADDITIONAL REFERENCES:

- Provided in class

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are ***expected to attend each class*** and to ***participate in a professional manner***. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Essay –Evidenced Based Practice	25%
Crime Prevention Plan	50%
Peer Evaluation	10%
Community Partner Presentation	<u>15%</u>
Total	100%

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial <http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

Require a short reflection paper on research methodology

Require a draft bibliography prior to submission of the final work

Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or

Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Current Consent Non-Core Courses

Year and Semester	Course Outline
Semester 1	SOCL 201 – Principles of Sociology
Semester 2	PSYC 200 – Introduction to Psychology
Semester 3	PHIL 203 – Ethics & Moral Theory
	CRIM 255 – Introduction to the Practicum Experience
Semester 4	PSYC 403 – Social Psychology

Faculty:	
Email	
Faculty Availability:	
Program Coordinators:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Principles of Sociology			
Course Code: SOCI 201 / SOCI 1000 (Degree Breadth Elective In-Class)	Schedule Type Code: LPL	Credit Value: 3	Class Hours: 42
Programs: Department of Liberal Studies		Pre-Requisite(s):	Co-requisite(s):
Pre-requisite for:			
Restrictions:			

Approved By:
Dean/Associate Dean: Jason Galea



Signature:

Date: May 28, 2013

Course Description

In a dynamic society, it is important for everyone to understand the social forces, cultural values, and ideological beliefs that frame and shape their behaviour and the pace and direction of change. Sociology, as the scientific study of the behaviour of people in groups, helps us to understand the patterns of social organization and why people think, function, and behave the way they do. This course examines the classical sociological theories of Karl Marx, Emile Durkheim, and Max Weber, as well as contemporary social theorists. This theoretical examination is then applied to understanding the importance of economic and political power, cultural and religious values, ethnic and racial identity, gender, age, and class, in shaping who we are both as individuals and as members of a social group.

Course Rationale

Sociology offers students the opportunity to actively observe, critically engage, and develop the analytic tools necessary to succeed in the complex world in which they live. Sociology illuminates the collective forces, structural changes, social relationships and interpretive conflicts that they encounter in their everyday lives. Students will examine various facets of the social world, ranging from gender, class, race, family, crime, to corporate and consumer society, health, media, popular culture, urban life, sexuality.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define sociology and the sociological perspective and explain the theoretical contributions made by classical social theorists such as Durkheim, Marx, and Weber;
2. Distinguish between the four theoretical paradigms (functionalism, conflict theory, symbolic interactionism, and feminist theory) used by sociologists to understand the nature of society;
3. Discuss how sociological thinking and research methods can impact individuals both at the micro level (i.e., in daily life) and at the macro level (i.e., in social policy);
4. Define the sociological meaning of culture and its relationship to society, nation and state;
5. Outline Canada's relationship to other countries in a globalized world while defining and explaining ethnocentrism and relativism;
6. Interpret the modes and forces of socialization (family, school, religion, etc.) and their impact in shaping an individual's social development and experience;
7. Define and discuss the main characteristics of social structure and the importance of roles and status in social interaction;
8. Define and discuss the relationship between sex and gender, and explain how human sexuality is experienced and interpreted across the lifespan;

9. Define deviant and normal behaviour as products of society, and explain how these concepts are statistically represented and how these definitions impact our understanding of gender, race, and class;
10. Define and discuss inequality and discrimination with reference to prejudice, stereotyping, racism, patriarchy and sexism;
11. Describe the ever changing dynamics of the family unit (one-parent families, gay and lesbian couples, and cohabitation) and discuss the problems facing family life (divorce, remarriage, spousal and child abuse);
12. Discuss and analyze how occupations and social patterns of modernity and post-modernity have changed due to the impact of industrial and information technologies;
13. Explain the ongoing changes taking place within the Canadian labour force and explain how deskilling, the polarization of jobs, and worker empowerment have impacted the workplace;

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	<i>Communication</i>	x	<i>Critical Thinking & Problem Solving</i>	x	<i>Interpersonal</i>
	<i>Numeracy</i>	x	<i>Information Management</i>	x	<i>Personal</i>

Learning Resources

Required Resources:

Brym, R. J. (2014). *New society* (7th Ed.). Nelson Education Ltd. ISBN: #9780176509996

Study Guide (optional). E-Book option through Coursesmart (<http://www.coursesmart.com>)

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Learning Delivery Format

Venue of delivery: classroom. Method of delivery includes lessons, class discussions, small group discussions, and group analysis of sociological texts and media content.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS (See Student Evaluations below)	RESOURCES
1	<p>Introduction to Sociology: Theories, Perspectives, and Research Methods</p> <p>Common sense can sometimes include erroneous expectations so it is important to understand the difference between subjective opinion and objective analysis. The major classical sociological theorists (Durkheim, Marx and Weber) and the four major sociological paradigms (functionalism, conflict theory, symbolic-interactionsim, feminist theory) are discussed and analyzed. This unit looks at the importance of both collecting facts and of critically evaluating them in light of different social situations and contexts. Students critically examine the role and function of different discourses and attempt to develop a “sociological imagination.”</p> <ul style="list-style-type: none"> • Why the sociological perspective is important to both assessing and bettering how society works. • The transhistorical insights of the founders of Sociology, namely Durkheim, Marx and Weber. • Students develop a “sociological imagination” by drawing the connections between people’s “personal troubles” like unemployment or marital breakdown and wider societal structures. • Is a science of society possible? Sociology, objectivity, values, and meaningful human action. • Advantages and disadvantages of various methods sociologists use to gather evidence about the social world. 		Brym, Robert J. Chapters 1& 20
2	<p>The Social Dynamics of Multiculturalism: The Impact of Cross-Cultural Values and Socialization</p> <p>In a multicultural society like Canada, each cultural</p>		Brym, Robert J. Chapters 2 & 3

	<p>group has its own expectations about appropriate social behaviour. Inevitably, different values and beliefs sometimes come into conflict. This conflict can be a reflection of the difficulty of understanding other cultures on their own terms rather than as faulted versions of one's own culture. In this unit we consider how Canadian society is concurrently diversifying and homogenizing.</p> <ul style="list-style-type: none"> • Culture and socialization defined. • Ethnocentrism as a source of intergroup misunderstanding, conflict, and exclusionary treatment. • Canada's growing cultural diversification and the fashioning of new cultural selves and practices. • The limits and constraints of these processes. 		
3	<p>Modes of Social Behaviour: Criminal, Deviant and Normal</p> <p>Who is a criminal? Who is normal? Normative values are defined differently in different cultural contexts. Why is behaviour interpreted so differently?</p> <p>Was Robin Hood a folk hero, a criminal, or simply a deviant? Who has the power to define and enforce normative values? How do sanctions impact on behaviour and why do they exist in every society? How do preconceptions affect the relations between those in positions of authority (e.g. the police officer, the doctor, and the teacher) and those with less status? How are these dynamics perceived in different historical and cultural contexts?</p> <ul style="list-style-type: none"> • Defining and considering the origins of deviance and crime. • Exploring changing orientations to deviance and crime across time and space. • Status conflict and the social construction of deviance. • An examination of strain, differential association, control, opportunity, and labelling theories. • The relationship between gender, sexual orientation, age, and ethnicity, and the risks of victimization and offending. 		Brym, Robert J. Chapter 14
4	<p>Cultural and Social Values: Competing Interest, Social Stratification and Conflict</p>		Brym, Robert J. Chapters 6 & 7

	<p>Different sectors of society compete for limited resources and have different vested interests. Sometimes interests' conflict and sometimes they coincide. Conflict theory often addresses the struggle between unions and management and between ethnic groups and dominant groups over the inequalities of social stratification and the barriers to social mobility. Inequalities owing from social stratification based on social class, gender, ethnicity and race can lead to individual, group and class struggles for change. In the twentieth century, we have seen women and people of colour fighting to gain civil rights, such as the right to vote and the right to legal equality, as well as for a voice and participation in politics and government. Today, we see Aboriginal Peoples and persons with disabilities fighting for their rights, using many similar tactics and strategies.</p> <ul style="list-style-type: none"> • Understanding social stratification and its relationship to social change. • Considering competing views about the unequal distribution of valued societal resources and how a collective sense of injustice becomes mobilized. • Frame alignment processes and the mobilization of group resistance. • Social movements in twentieth- and twenty first-century Canada. 		
5	<p>Sex and Gender</p> <p>One of the most profound changes in the western world over the last one hundred years has been improvement in the status of women. Women's lives have changed dramatically in modern western societies from being treated as property, with virtually no legal or political rights, to being treated as equal under the law. However, the "gender wars" have not ended and there is an increasingly hardened attitude and backlash against the gains made by women.</p> <ul style="list-style-type: none"> • Defining sex, gender, gender role stereotypes, and gender inequality. • Considering the enduring gender gap, including persistent domestic inequality, gender inequities in the labour force and political realm, devaluation of women's skills and feminization of non-standard work. • The social problems of the 'glass ceiling'. • The difficulties of challenging gender-role stereotypes and the double (or triple) 'shift' 		Brym, Robert J. Chapter 4

	<p>phenomena.</p> <ul style="list-style-type: none"> • Male violence against women, sexual assault and sexual harassment. 		
6	<p>Ethnicity and Race</p> <p>The struggle for equal human and civil rights for African-Canadians and Aboriginal Peoples has been a long one. Today, issues of prejudice and discrimination are the source of conflict in many areas of Canadian life, even if the manifestation of such inequalities is subtle and complex.</p> <ul style="list-style-type: none"> • Defining ethnicity and race. • Competing interpretations of racism, prejudice, and discrimination—social-psychological theories, primordialism, normative theories, and power-conflict theories. • Aboriginal Peoples explanations for enduring social and economic disadvantages. • Re-considering the vertical mosaic (i.e. whether race and ethnicity continue to shape our stratification system). 		Brym, Robert J. Chapter 8
7	<p>The Changing Family: Dilemmas and Myths</p> <p>Definitions of family vary considerably and include the nuclear family, the extended family and the blended family. This unit examines how the concept of family has political, social, and cultural ties that hinder and enhance its development. Family problems and concerns will be revealed as having public sources and solutions in an attempt to examine the family unit as an ever-changing institution trying to find its place in society.</p> <ul style="list-style-type: none"> • Conceptualizing and defining family. • The strains and consequences of women's labour force participation and gender norms. • Explanations for domestic inequality. • The division of labour and gender roles. • Factors influencing marital satisfaction and dissolution – the rising divorce rate. • Competing perspectives and solutions to family-work conflicts and dilemmas. 		Brym, Robert J. Chapter 10
8	<p>Work and Occupation: Working Overtime all the Time</p> <p>The introduction of new technologies, new management techniques, the polarization of the job</p>		Brym, Robert J. Chapter 11

	<p>market, longer work weeks, less job security, and ongoing gender discrimination make for a very intense and unpredictable workplace. This unit will examine some of the major barriers today's workforce is encountering and what the future workforce can look forward to, while examining the economic necessity of work and the validation and sense of worth that comes from meaningful work.</p> <ul style="list-style-type: none"> • The segmented labour market. • Technology: enhancement or degradation. • The impact of introducing computers to the workplace. • The glass ceiling effect – can women break through? • Employee empowerment and the enrichment of work. • The threat of deskilling. 		
9	<p>The Mass Media: Technology, Voices and Agendas</p> <p>Mass media, and all of its components, is increasingly dominating our lives. More and more time is being spent consuming mass media content to the point where the mass media consumes us. As a form of communication, the media plays an important part in informing us about the world around us and in return we interact and use social media, voicing our own opinions through various means such as YouTube, Flickr, LinkedIn, Facebook, Twitter, and Google. This growing two-way form of communication is not always effective, but many argue we have seen strides in terms of moving away from the traditional unidirectional model of mass media towards a more interactive model.</p> <ul style="list-style-type: none"> • Mass media as a tool for economic and political organization. • Dominant ideologies and bringing a voice to the masses. • Technological advancements in mass media and its impact. • The effects and uses of computer-mediated-communication (CMC). • The different roles of mediums (newspapers, television, and internet) and their impact on society. • Engaging and representing the audience. 		Brym, Robert J. Chapter 5

<p>10</p>	<p>Globalization: Costs and Benefits</p> <p>Globalization has a lot to do with everyday events like eating food, watching television and wearing clothes. Many of our everyday activities are influenced by global forces in terms of where the materials and labour originate from. Globalization typically refers to global markets, political forces and the compression of space-time. It also needs to be understood as a highly supported phenomenon yet one that is also consistently contested. As Noam Chomsky points out, everyone is in favour of globalization in terms of what it brings us but the motivations and interests behind globalization need to be carefully considered.</p> <ul style="list-style-type: none"> • Multinational corporations, capitalist ideologies and a growing global economy. • Globalization role players. • The commodification of culture and cultural imperialism. • Resisting globalization and taking action. • The ecological effects of globalization • The global consumer and consumer alternatives. • Global workers – opportunity and alienation. 		<p>Brym, Robert J. Chapter 19</p>
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Student Evaluations:

In-class exercises (5)	10%
Written Assignment	15%
Research Paper	20%
Mid-term test	25%
Final Test	<u>30%</u>
Total	100%

In order to be successful in this course, students must complete all tests, exams, essays and/or assignments and achieve a passing grade of 50%.

Missed/Failed/Supplemental Tests, Examinations and Projects

There are **no** supplemental exams in courses offered by the School of Liberal Arts & Sciences. All students are expected to complete all assignments and write all tests/exams during the normally scheduled dates and times.

Make-up Policy

Students are expected to write tests and submit assignments on time. Anyone unable to write a scheduled test due to **exceptional circumstances** must inform the professor as soon as possible. A maximum of **ONE** make-up test, which must be approved by the professor, will be administered at the end of the course.

Late Assignments

All late assignments will be penalized **5%** as per the value of the assignment for each weekday that your paper is late. For example, if you hand in a paper two days late, your paper would lose 10% of its grade. A paper graded as a 20/25 (80%) would then change into a 17.25/25 (70%).

Attendance Requirements

All assignments are based on assigned readings from the text, learning materials, group discussions and any audiovisual presentations. Students are strongly urged to regularly explore the Blackboard site including checking announcements, mail and participating in weekly activities.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data **ONLY** from publicly available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of the college's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning. Application for consideration is made through the Office at the Registrar through <http://www.humber.ca/plar/docs/pla.pdf>.

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>
 North Campus: (416) 675-6622 X5180
 Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

<i>Challenge Exam</i>	<i>Portfolio</i>	<i>Skills Test</i>	<i>Interview</i>	<i>Other (Specify)</i>	<i>Not Available For PLAR</i>
X					

Appendix

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Communication	
Reading	1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience 2. respond to written, spoken, or visual messages in a manner that ensures effective communication
Writing	
Speaking	
Listening	
Presenting	
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. execute mathematical operations accurately
Analysing and using Numerical Data	
Conceptualizing	

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Critical Thinking & Problem Solving	
Analysing	4. apply a systematic approach to solve problems 5. use a variety of thinking skills to anticipate and solve problems
Synthesising	
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. locate, select, organize and document information using appropriate technology and information systems 7. analyse, evaluate and apply relevant information for a variety of sources
Selecting and using appropriate tools and technology for a task or project	
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. show respect for the diverse opinions, values, belief systems and contributions of others 9. interact with others in groups or teams in ways that contribute to the effective working relationships and the achievement of goals
Relationship management	
Conflict resolution	
Leadership	
Networking	
Personal	
Managing self	10. manage the use of time and other resources to complete projects 11. take responsibility for one's actions, decisions, and consequences
Managing change and being flexible and adaptable	
Engaging in reflective practice	
Demonstrating personal responsibility	

Faculty:	
Email:	
Faculty Availability:	
Program Coordinators:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Introduction to Psychology			
Course Code: PSYC 200 / PSYC 1000 (Degree Breadth Elective In-Class)	Schedule Type Code: LPL	Credit Value: 3	Class Hours: 42
Programs: Department of Liberal Studies	Pre-Requisite(s):	Co-requisite(s):	
Pre-requisite for:			
Restrictions: Students who have taken PSYC 400 Psychology <u>cannot</u> take this course.			

Approved By:
Dean/Associate Dean: Jason Galea



Signature:

Date: May 22, 2013

Course Description

This course is designed to introduce students to the field of psychology. Psychology seeks to understand why people think, feel, and behave the way they do *scientifically*. To understand ourselves and others, however, we must consider all aspects of human functioning, such as the biological basis of our behaviour, the way we learn and remember, and how our personality develops, to name a few. Thus, this course will provide an overview of some of the major fields within psychology. In the process, students will be exposed to a discipline that is rich in theoretical diversity, research findings, and practical applications. They will be encouraged to critically evaluate "common sense" knowledge about how people function and to challenge their preconceptions.

Course Rationale

Psychology is all about the study of people – understanding the behavior, thoughts, actions and reactions of people, including ourselves. What we learn from Psychology can be widely applied, both on personal and professional levels. It helps us understand why we and others act the way we do, and can show us ways of dealing with life's challenges more effectively.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. define psychology and critically assess the major theoretical perspectives in the field of psychology;
2. describe the evolution of psychological thinking over time and demonstrate an understanding the sociocultural context in which it has developed, and continues to develop;
3. outline and evaluate the goals of psychology as a science and identify the steps involved when conducting a scientific investigation;
4. describe the structure and function of neurons and how they are organized into the nervous system;
5. identify the physical basis of each sensory system, and explain theories about how they work;
6. discuss and evaluate the nature of consciousness, including various altered states of consciousness;
7. define learning; explain and use the principles of classical and operant conditioning to understand human behaviour;
8. identify and describe the basic memory processes and sensory, short-term and long-term memory and discuss the fallibility of memory; identify strategies to improve memory;
9. compare and contrast the nature of personality according to psychodynamic, humanistic, trait & biological, and social cognitive perspectives;

10. describe personal and situational attributions in understanding our and others' behaviour, and the biases that arise; and discuss the ways in which an individual's behaviour is affected by being in a group.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	Communication	x	Critical Thinking & Problem Solving	x	Interpersonal
	Numeracy	x	Information Management	x	Personal

Learning Resources

Required Resources:

Weiten, W., & McCann, D. (2012). *Psychology: Themes and variations*. (3rd ed.). Toronto, ON: Nelson Education Ltd. [ISBN-017655100X]

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Learning Delivery Format

Classroom-based course supported by a Blackboard site.

Course Content

UNIT	TOPIC(S): Core topics covered will include scientific methodologies, biological foundations of behaviour, consciousness, learning, memory, and personality. <u>Either</u> Sensation and Perception <u>or</u> Social Psychology will be covered at the instructor's discretion.	ASSESSMENTS	RESOURCES
1	<u>Introduction to Psychology</u> Definition of Psychology Historical and Current Theoretical Perspectives Psychology as a Profession Key Themes in the Field of Psychology	See "Student Evaluations" below.	Weiten & McCann, Ch. 1

2	<p><u>Research Methodology</u> Defining Science: Goals, Steps, and Evaluation Research Methods - Experimental Research - Descriptive/Correlational Research Statistics - Descriptive vs Inferential statistics Evaluating Research - Sampling Bias - Distortions in Self-Report Data - Placebo Effects - Experimenter Bias Research Ethics</p>		Weiten& McCann, Ch. 2
3	<p><u>Biological Bases of Behaviour</u> Structure and Function of Neurons Nervous System Organization - Central nervous system - Peripheral nervous system Brain - Investigative techniques - Structure and function - Brain plasticity - Cerebral laterality The Endocrine System</p>		Weiten& McCann, Ch. 3
4	<p><u>Sensation and Perception</u> Psychophysics - Sensory detection - Sensory adaptation Physical Bases of Sensation - Visual System - Auditory System - Gustatory and Olfactory Systems - Kinesthetic and Vestibular Systems Perception - Perceiving forms, pattern, and objects - Perceiving depth and distance - Perceptual constancies - Optical illusions</p>		Weiten& McCann, Ch. 4
5	<p><u>States of Consciousness</u> Nature of Consciousness Biological Rhythms Sleep - Stages - Sleep Deprivation - Disorders Dreams and Dreaming</p>		Weiten& McCann, Ch. 5

	<ul style="list-style-type: none"> - Nature of dreams - Theories of Dreaming Hypnosis Psychoactive Drugs - Tolerance and dependence - Major drugs and their effects 		
6	<p><u>Learning</u></p> <ul style="list-style-type: none"> Classical Conditioning Operant Conditioning Biological Considerations Cognitive Considerations Observational Learning 		Weiten& McCann, Ch. 6
7	<p><u>Memory</u></p> <ul style="list-style-type: none"> The Three Component Model Encoding <ul style="list-style-type: none"> - Attention - Levels-of-processing theory - Encoding Strategies Storage <ul style="list-style-type: none"> - Representation and organization of information Retrieval: <ul style="list-style-type: none"> - Memory cues Memory Reconstruction Forgetting <ul style="list-style-type: none"> - Ebbinghaus's forgetting curve - Causes of forgetting Physiology of Memory 		Weiten& McCann, Ch. 7
8	<p><u>Personality</u></p> <ul style="list-style-type: none"> Trait Perspective Psychodynamic Perspectives Behavioral Perspectives Humanistic Perspectives Biological Perspectives Personality Assessment 		Weiten& McCann, Ch. 12
9	<p><u>Social Psychology</u></p> <ul style="list-style-type: none"> Person Perception <ul style="list-style-type: none"> - Schemas and stereotypes Attribution Processes <ul style="list-style-type: none"> - Internal vs. external attributions, and biases Close Relationships <ul style="list-style-type: none"> - Affiliation and attraction Attitudes <ul style="list-style-type: none"> - Theories of attitudes and behaviour - Factors in persuasion Conformity and obedience Behaviour in Groups <ul style="list-style-type: none"> - Crowd behaviour and deindividuation - Group influence 		Weiten& McCann, Ch. 16

Student Evaluations

Test 1	15%
Test 2	15%
Test 3	15%
Assignment(s)	25%
Final Examination	<u>30%</u>
Total	100%

Tests and the examination will consist of multiple choice and/or written questions. In order to be successful in this course, students must complete all tests, exams, essays and/or assignments and achieve a passing grade of 50%.

Missed/Failed/Supplemental Tests, Examinations and Projects

All students are expected to complete all assignments and write all tests/exams during the normally scheduled dates and times.

Make-up Policy

Students are expected to write tests and submit assignments on time. Anyone unable to write a scheduled test due to *exceptional circumstances* must inform the professor as soon as possible and provide official documentation. If approved by the professor, a maximum of ONE make-up test will be administered at the end of the course.

Late Assignments

If, due to *exceptional circumstances*, you cannot submit an assignment on the scheduled due date, you must contact your professor at least one week in advance, explaining why you cannot meet the due date. If the professor agrees that your situation does constitute an exceptional circumstance, special arrangements can be made to hand in the essay at a later date.

If, due to a sudden emergency, you cannot hand in your assignment on the scheduled due date, you must contact your professor as soon as possible explaining why it is late, providing official documentation if possible.

Otherwise, *all late assignments will be penalized 5% as per the value of the assignment for each day that your paper is late.*

PLEASE NOTE: THERE ARE NO SUPPLEMENTAL EVALUATIONS

Attendance Requirements

There is a strong relationship between attendance and grades: higher grades are associated with regular class attendance. As college students you are responsible for attendance, punctuality, and facilitating a positive and productive learning environment.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publicly available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of the college's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning. Application for consideration is made through the Office at the Registrar through <http://www.humber.ca/plar/docs/pla.pdf>.

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>
North Campus: (416) 675-6622 X5180
Lakeshore Campus: (416) 675-6622 X3265

<i>Challenge Exam</i>	<i>Portfolio</i>	<i>Skills Test</i>	<i>Interview</i>	<i>Other (Specify)</i>	<i>Not Available For PLAR</i>
X					

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Appendix

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Communication	
Reading	1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience 2. respond to written, spoken, or visual messages in a manner that ensures effective communication
Writing	
Speaking	
Listening	
Presenting	
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. execute mathematical operations accurately
Analysing and using Numerical Data	
Conceptualizing	
Critical Thinking & Problem Solving	
Analysing	4. apply a systematic approach to solve problems 5. use a variety of thinking skills to anticipate and solve problems
Synthesising	
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. locate, select, organize and document information using appropriate technology and information systems 7. analyse, evaluate and apply relevant information for a variety of sources
Selecting and using appropriate tools and technology for a task or project	
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. show respect for the diverse opinions, values, belief systems and contributions of others 9. interact with others in groups or teams in ways that contribute to the effect working relationships and the achievement of goals
Relationship management	
Conflict resolution	
Leadership	

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Networking	
Personal	
Managing self	10. manage the use of time and other resources to complete projects 11. take responsibility for one's actions, decisions, and consequences
Managing change and being flexible and adaptable	
Engaging in reflective practice	
Demonstrating personal responsibility	

Faculty:	
Email	
Faculty Availability:	
Program Coordinators:	

COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Ethics and Moral Theory			
Course Code: PHIL 203 / PHIL 2003 (Degree Breadth Elective In-Class)	Schedule Type Code: LPL	Credit Value: 3	Class Hours: 42
Programs: Department of Liberal Studies	Pre-Requisite(s):	Co-requisite(s):	
Pre-requisite for:			
Restrictions:			

Approved By:
Dean/Associate Dean: Jason Galea



Signature:

Date: May 22, 2013

Course Description

Moral judgment is an inescapable part of our lives. Everyday, we feel proud of some choices, and guilty about others. But are these automatic judgments the right ones? Where do they come from? Do they apply only to us, or are they right for everyone? Can we justify them to others, or are they nothing more than personal preferences?

This course introduces students to the philosophical study of ethics. Here, we will explore the various theories of ethics that attempt to discern what it means to be good. We will also assess the most significant challenges to ethical theory, above all the challenges of relativism and egoism. Our evaluation of these major ethical theories will involve discussion of contemporary moral issues, such as abortion, euthanasia, warfare, the duty to aid, animal rights, and environmental responsibility. In thinking about these topics, we will learn to recognize and work with the structure of logical argument as a way of clarifying one's own ideas, and assessing the ideas of others.

Course Rationale

Philosophy develops critical thinking through logical analysis of issues, arguments, and texts. This course engages students in a critique of the founding methods and assumptions of other disciplines and of the values which underpin their everyday lives.

Learning Outcomes

Upon successful completion of this course the student will be able to:

1. Describe the connection between theories of the Good Life and Ethics
2. Interpret the relationship between Religion and Ethics
3. Describe, analyze and critically assess Psychological Egoism
4. Define and critically assess Utilitarianism, as interpreted by both Bentham and Mill
5. Define and discuss Deontology or "Duty Ethics"
6. Interpret and critically assess Kant's two formulations of the Categorical Imperative
7. Explain and evaluate Social Contract approaches to ethics
8. Define and discuss the tension between Moral Pluralism and Moral Absolutism
9. Describe, analyze and critically assess Virtue Ethics as understood by both Aristotle and others
10. Explain and assess the challenge of Cultural Relativism to Ethical Universalism
11. Describe and evaluate the importance of contemporary Feminist Ethics for traditional moral theorizing
12. Apply the various ethical theories to contemporary ethical issues such as abortion, euthanasia, business ethics, warfare, the duty to aid and protect, animal rights, environmental ethics, and capital punishment

13. Demonstrate critical thinking – including proper grammar, correct use of sources, and logical argumentation – through the analysis of philosophical arguments

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

x	<i>Communication</i>	x	<i>Critical Thinking & Problem Solving</i>	x	<i>Interpersonal</i>
	<i>Numeracy</i>	x	<i>Information Management</i>	x	<i>Personal</i>

Learning Resources

Required Resources:

Landau, R. S. *The fundamentals of ethics*. (2nd ed.). Oxford University Press.
ISBN-13: 9780199773558

Supplemental Resources:

Copyright approved short, primary source readings from the philosophical tradition may be made available through Blackboard

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book. See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Classroom Seminar and Online Discussion

Course Content

UNIT	TOPIC(S)	ASSESSMENTS See Student Evaluations BELOW	RESOURCES
1	<p><u>Ethics and the Good Life:</u></p> <ul style="list-style-type: none"> • What is a life well-lived? • Hedonism and the goals of life • The paradox of hedonism • Desire satisfaction as a goal of life • Non-hedonistic models of the Good Life • Why be good? 		<p><u>Required Readings:</u></p> <p>Landau, Russ Shafer, <i>The Fundamentals of Ethics</i>, 2nd Edition: Chapters 1-4</p>
2	<p><u>Ethics with and without Religion</u></p> <ul style="list-style-type: none"> • Is religion necessary for morality? • Plato's argument for the independence of ethics from religion • The natural law tradition in ethics • Does ethics depend on human nature? 		<p><i>The Fundamentals of Ethics</i> Chapters 5-6</p>
3	<p><u>Challenges to Ethics: Egoism, Relativism, and Moral Nihilism</u></p> <ul style="list-style-type: none"> • Psychological and Ethical Egoism • Is altruism possible? • Should we be selfish? Ethical Egoism • Cultural Relativism: its strengths and weaknesses • Subjectivism and Moral Nihilism • Does Moral Universalism need to lead to Dogmatism? 		<p><i>The Fundamentals of Ethics</i> Chapters 7-8 and 19-21</p>
4	<p><u>The Major Ethical Theories: Utilitarianism, Kantian Ethics, and Social Contract Theory</u></p> <ul style="list-style-type: none"> • What makes an actions Good? Results vs. Intentions • The role of ethical theory in assessing and guiding behaviour • The appeal of Utilitarianism: expanding the moral circle • The problem of Rights Utilitarian thinking • Kantian Ethics and the defence of human Dignity • Assessing Kant's "Categorical Imperative" • Contract approaches to Ethics and the Prisoner's Dilemma • Do we have duties to those outside our community? 		<p><i>The Fundamentals of Ethics</i> Chapters 9-14</p>

5	<p><u>An Ethics of Character: Virtue Ethics and Feminist Ethics</u></p> <ul style="list-style-type: none"> • Ethics of conduct vs. Ethics of character • Aristotle's conception of Virtue Ethics • Moral education, self-improvement, and the significance of Role Models • Kohlberg on the stages of moral development • The feminist critique of Kohlberg • The ethics of Care 		<p><i>The Fundamentals of Ethics</i> Chapters 17-18</p>
6	<p><u>Context, Principles, and Flexibility: Moral Pluralism vs. Moral Absolutism</u></p> <ul style="list-style-type: none"> • The "doctrine of double-effect" • The role of experience and intuition in assessing moral theories • Do exceptions endanger the capacity of theory to guide behaviour? • How good to we have to be? • Should we strive for moral consistency, or for moral pluralism? 		<p><i>The Fundamentals of Ethics</i> Chapters 15-16</p>

Student Evaluations

Quizzes, Online Discussion, Short Papers, and/or Presentations:	20%
Midterm Test:	25%
Major Written Assignment:	25%
Final Test:	<u>30%</u>

Total 100%

In order to be successful in this course, students must complete all tests, exams, essays and/or assignments and achieve a passing grade of 50%.

Any take-home assignments, such as essays, will be due at the beginning of class on the assigned due dates.

Missed/Failed/Supplemental Tests, Examinations and Projects

There are no supplemental tests, exams or projects in courses offered by the School of Liberal Arts and Sciences for failed assignments.

Make-up Policy

Students are expected to write the mid-term, final exam, tests and quizzes on the scheduled dates. Anyone unable to write a scheduled in-class assignment due to **exceptional**

circumstances must inform the professor in writing at least one week prior to the test. Special accommodations, such as writing the test in the test centre, can only be made under these circumstances. If you miss the mid-term exam due to a sudden emergency, such as illness, and are unable to give the instructor a week's notice, you must contact the instructor as soon as possible after the test explaining your absence, with official documentation whenever possible (i.e. doctor's note). You can then write a make-up test, which will be administered at the end of the course. Students can write a maximum of **ONE** make-up test.

Late Assignments

Late Policy: If, due to **exceptional circumstances**, you cannot submit an assignment on the scheduled due date, you must contact your professor at least one week in advance, explaining why you cannot meet the due date. If the professor agrees that your situation does constitute an exceptional circumstance, special arrangements can be made to hand in the essay at a later date. If, due to a sudden emergency, you cannot hand in your assignment on the scheduled due date, you must contact your professor as soon as possible explaining why it is late, providing official documentation if possible. Otherwise, all late assignments will be penalized 2% as per the value of the assignment for each weekday that your paper is late.

Attendance Requirements

As college students you are responsible for attendance, punctuality, and facilitating a positive and productive learning environment. There is a strong connection or relationship between attendance and grades: higher grades are associated with regular class attendance.

Students are strongly urged to attend **all** classes. Assignments, quizzes, and exams will be based on assigned readings as well as class discussions and audiovisual presentations. When absence is unavoidable, students are responsible for obtaining all relevant materials.

Some classes may include scheduled quizzes. Students missing these quizzes due to absence or lateness forfeit the grades allocated to these quizzes.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publicly available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of the college's Academic Complaint and Appeal Policy at the web site identified above.

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North Campus: (416) 675-6622 X5180
Lakeshore Campus: (416) 675-6622 X3265

<i>Challenge Exam</i>	<i>Portfolio</i>	<i>Skills Test</i>	<i>Interview</i>	<i>Other (Specify)</i>	<i>Not Available For PLAR</i>
X					

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Appendix

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Communication	
Reading	1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose
Writing	

Essential Employability Skills (MTCU Requirements)	Graduates of the program reliably demonstrate the ability to:
Speaking	and meets the needs of the audience 2. respond to written, spoken, or visual messages in a manner that ensures effective communication
Listening	
Presenting	
Numeracy	
Understanding and Applying Mathematical Concepts and Reasoning	3. execute mathematical operations accurately
Analysing and using Numerical Data	
Conceptualizing	
Critical Thinking & Problem Solving	
Analysing	4. apply a systematic approach to solve problems 5. use a variety of thinking skills to anticipate and solve problems
Synthesising	
Evaluating	
Decision-Making	
Creative and Innovative Thinking	
Information Management	
Gathering and managing information	6. locate, select, organize and document information using appropriate technology and information systems 7. analyse, evaluate and apply relevant information for a variety of sources
Selecting and using appropriate tools and technology for a task or project	
Computer literacy	
Internet skills	
Interpersonal	
Teamwork	8. show respect for the diverse opinions, values, belief systems and contributions of others 9. interact with others in groups or teams in ways that contribute to the effect working relationships and the achievement of goals
Relationship management	
Conflict resolution	
Leadership	
Networking	
Personal	
Managing self	10. manage the use of time and other resources to complete projects 11. take responsibility for one's actions, decisions, and consequences
Managing change and being flexible and adaptable	
Engaging in reflective practice	
Demonstrating personal responsibility	



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 255

COURSE TITLE: Introduction to the Practicum Experience

CREDIT VALUE: Non-credit

PREREQUISITE:

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY: 
Derek Stockley,
Associate Dean

August 2013
Date

I. COURSE DESCRIPTION

This course prepares students to behave professionally in their field placement. It introduces them to the various types of employment opportunities in the criminal justice field, provides them with the tools to adequately prepare for a placement interview, and to gain exposure to

prospective employers through guest speakers. Confidentiality, legal and ethical concepts, clients, supervision, working relationships, and time management are highlighted.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Develop strategies that will improve their ability to communicate (verbally and nonverbally more effectively)
2. Identify the various types of employment available in or related to the criminal justice field
3. Identify their interests with regards to employment in the criminal justice field
4. Effectively use the telephone and internet to research the labour market, and follow up on applications submitted.
5. Develop a personal career plan by identifying areas of interest, preferences, values, strengths, weaknesses, aptitudes, and transferable skills
6. Complete the components of a job search, including researching potential employers, developing networks, making cold calls to uncover opportunities in the hidden job market, and following up on applications submitted
7. Develop a database of potential employers within the sector of interest
8. Build a professional cover letter and resume-tailoring to their employment of choice
9. Develop future employment contacts through networking and information interviews
10. Respond appropriately to interview questions
11. Demonstrate professionalism and business etiquette
12. Identify the appropriate ways to interact with clients
13. Identify diversity issues concerning their clients
14. Explain the legal and ethical standards expected of workers in the criminal justice field
15. Explain and differentiate between confidentiality, secrecy, and privacy
16. Identify and use skills required for effective performance in groups
17. Develop leadership, problem solving, and time-management skills
18. Critically evaluate feedback

III. COURSE CONTENT OUTLINE

This course provides students' with the necessary skills to adequately prepare for their field placement. To ensure that the requirements are understood, students work in groups where they practice applying the skills through role play, as well as complete and present a major group project which involves all the necessary steps involved in preparing for placement. A detailed course schedule is provided on the first day of class.

Week	Section (1/2)	Topic	Assignment Due	Assignments/Readings
1-Date	1 & 2	Introduction and Review of Course -review required forms		Introduction of Course Professor- course manual and course expectations
2&3-Date	Section 1 & 2	<ul style="list-style-type: none"> • Exploring with potential opportunities within the CJ field 		

Week	Section (1/2)	Topic	Assignment Due	Assignments/Readings
		<ul style="list-style-type: none"> Identify why they should hire you Cover letter and resume building (speaker) 		
4&5	Section 1&2	<ul style="list-style-type: none"> The interview Research organization Preparing for the interview itself What to bring Attire Follow-up Practice your interview skills 	<ul style="list-style-type: none"> Cover letters and resumes due 	
6&7	Section 1 & 2	<ul style="list-style-type: none"> Preparing for your first day of placement (what to get out of it) Professionalism/business etiquette Community safety strategies Client relationships Confidentiality and legal issues 		
8&9	Section 1 & 2	<ul style="list-style-type: none"> How to succeed in placement Punctuality Supervisor relationships Working/networking with co-workers Time management skills Leadership/importance of initiative 		
10&11	Section 1 & 2			
12 & 13	Section 1 & 2	<ul style="list-style-type: none"> Final Quiz 		

IV. REQUIRED TEXTS:

Field Placement Manual, latest edition. Available through Blackboard

V. ADDITIONAL REFERENCES:

All additional assigned readings will be available electronically through Blackboard.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Evaluation Procedure: Value:

Covering Letter and Resume 25 %
(1st submission- 10% & 2nd submission- 15%)
All Forms for Field Placement Submitted 15%
Group project 25 %
Attendance and Professional Participation 35 %

Total 100 %

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious

offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial
<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the

student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

**DEPARTMENT OF LIBERAL STUDIES
COURSE OUTLINE
ACADEMIC YEAR 2012-2013**

COURSE NUMBER **PSYC 403 (Degree – Advanced)**
COURSE NAME Social Psychology
CREDIT VALUE 3
FACULTY

OFFICE:
OFFICE PHONE: .
OFFICE HOURS:
E-MAIL:

APPROVED BY

Jason Galea, Associate Dean

Date

I. COURSE DESCRIPTION

Social Psychology is an extremely diverse field that generally deals with people in social situations. How do groups affect our experiences? How much are acts of aggression, obedience, conformity influenced by the people around us? Do others influence our experience of love, prejudice and discrimination? How could the presence of others influence us? This course will examine some of the principles of social psychology by specifically examining attitudes, social cognition, social perception, and prejudice all of which affect social behaviour. We will also focus on the tools that psychologists use to study these questions with the aim to have you design a study to answer a question of interest to you. The goal of this course is to introduce you to the general theories of social psychology and to demonstrate their relevance to your everyday life. ***Students who have taken PSYC 401 Social Psychology cannot take this course.***

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Define social psychology and outline the concepts and theories in the field;
2. Demonstrate an understanding of the basics of research design and methodology by designing a basic experiment with a testable hypothesis, clear dependent variable and strong rationale;
3. Articulate the factors relevant to predicting and controlling the behaviours of themselves and others;
4. Explain common social perception errors like the self-serving bias, the positivity bias, illusory correlations, illusions of control, the base rate fallacy, the gambler's fallacy, regression towards the average, the fundamental attribution error and many others;
5. Recognize that attitudes are comprised of affect, behaviour, and cognitions and appreciate each component when questioning their own as well as others' attitudes;
6. Describe the reciprocal relationship between attitudes and behaviours;

7. Explain how the aversive state known as cognitive dissonance can produce attitude change;
8. Recognize the differences between obedience, conformity, persuasion, and compliance and assess the value of these processes;
9. Examine aggression and its sources;
10. Evaluate the effects of violent images from television, movies, and video games;
11. Recognize the fallibility of human memory and the ease with which we modify, distort, forget, and create memories;
12. Recognize the prevalence of stereotypes, and examine some of their own stereotypes and biases, regarding gender, race, culture, and other minority groups and its role in prejudice;
13. Identify key elements in the processes of attraction, friendship, love, jealousy, attachment and aesthetic preferences (liking).

III. ESSENTIAL EMPLOYABILITY SKILLS

On completion of this course, the student will demonstrate the following competencies:

Communication Skills: reading texts, writing tests and essays, listening to lectures and participating in classroom discussion.

Personal Skills: adhering to Humber’s “Standards of Classroom Conduct”; time-management skills by emphasizing punctuality, class attendance and responsibility; meeting deadlines and completing assignments/essays on time; analyzing one’s biases, beliefs and presuppositions which leads to greater understanding of other people’s values, beliefs and ideas; enhancement of personal judgment and adaptability to a changing world.

Interpersonal Skills: analyzing opposing views, issues and problems studied in the course; participating in classroom discussions where diverse views are expressed; studying the underlying reasons for cultural diversity and different world-views; learning to listen, understand and respect other people who hold different opinions and views.

Thinking Skills: problem solving, critical thinking, creative thinking, and research skills are demonstrated in lectures, and encouraged in class discussions; these skills are assessed on essays/assignments and tests/exams.

Mathematics Skills: understanding the statistical data from selected research.

Computer Application Skills: word processing; search of research databases and the Internet for research essays; using Blackboard and email to communicate with the professor.

IV. COURSE CONTENT OUTLINE

Unit	Topic	Readings
1	<i>Introduction to Social Psychology</i> <ul style="list-style-type: none"> • Historical Background 	Social Psychology Ch. 1

Unit	Topic	Readings
	<ul style="list-style-type: none"> • Methods of Social Psychology 	
2	<p>Social Thinking</p> <p>The Self in a Social World</p> <ul style="list-style-type: none"> • Self-Concept • Self-Esteem • Self-Serving Biases <p>Social Beliefs and Judgments</p> <ul style="list-style-type: none"> • Cognitive Priming in our beliefs • Heuristics and Biases • Mood and Social Cognition • The Fundamental Attribution Error <p>Behaviours and Attitudes</p> <ul style="list-style-type: none"> • Do our Attitudes predict our Behaviour? • Self-Perception • Self-Presentation, Impression Management • Self-Justification, Dissonance 	Social Psychology Ch. 2, 3, 4
3	<p>Social Influence</p> <p>Persuasion</p> <ul style="list-style-type: none"> • Routes to Persuasion • Elements of Persuasion <p>Conformity</p> <ul style="list-style-type: none"> • Classic studies • What predicts conformity? • Do we ever want to be different? <p>Group Influence</p> <ul style="list-style-type: none"> • Social Facilitation and Social Loafing • Group Polarization and Groupthink • Leadership and Minority Influence 	Social Psychology Ch. 5, 6, 7
4	<p>Conflict</p> <p>Aggression</p> <ul style="list-style-type: none"> • Theories of Aggression • Influences on Aggression • Aggression reduction <p>Applied Social Psychology in Court</p> <ul style="list-style-type: none"> • Reliability of Eyewitness Testimony • Influences on the Jury 	Social Psychology Ch. 9 & Module C
5	<p>Prejudice</p> <p>Sources of Prejudice</p> <ul style="list-style-type: none"> • Nature and Power • Social Sources • Motivational Sources • Cognitive Sources <p>Consequences of Prejudice</p> <ul style="list-style-type: none"> • Prejudices of Race & Gender • Consequences of Prejudice • Reactions to Prejudice and Stereotyping <p>Applied Social Psychology in Conflict and Peacemaking</p>	Social Psychology Ch. 11 & 12 & Module A

Unit	Topic	Readings
6	<p><i>Helping Liking and Loving</i></p> <p>Altruism</p> <ul style="list-style-type: none"> • Why, When and Who Helps? • How do we increase helping? <p>Attraction and Intimacy</p> <ul style="list-style-type: none"> • Friendship and Attraction • Love and Close Relationships • Ending Relationships 	Social Psychology Ch. 8 & 10

V. REQUIRED TEXT

Myers, D.G., Spencer, S.J., & Jordan, C. (2012). *Social Psychology*. (5th Canadian ed).
Whitby, ON:McGraw-Hill Ryerson. ISBN-0070319847

VI. CLASS FORMAT

- Formal lectures
- Class discussions
- Audio-visual presentations
- Small group discussions

VII. ATTENDANCE REQUIREMENTS

As college students you are responsible for attendance, punctuality, and facilitating a positive and productive learning environment. There is a strong connection or relationship between attendance and grades: higher grades are associated with regular class attendance.

VIII. ACCOMMODATION FOR RELIGIOUS OBSERVANCE

Humber College is committed to respecting the religious/spiritual beliefs and practices of all members of the community, and making accommodation for religious/spiritual observances.

Students who require an accommodation for a religious/spiritual observance must notify the instructor as soon as the time conflict is known. It is the student's responsibility to contact the instructor to arrange the accommodation for a lecture, test, exam, clinical placement, work placement or any other academic situation that conflicts with a day or time period for religious observances of special significance to them. Ideally, students will provide their instructor with three weeks' notice for a required accommodation. In all cases, the request for an accommodation must be made in writing.

IX. METHOD OF STUDENT EVALUATION

Test #1	20%
Test #2	20%
Written Assignment(s)	25%
Cumulative Final Exam	<u>35%</u>

Total **100%**

In order to be successful in this course, students must complete all tests, exams, essays and/or assignments and achieve a passing grade of 50%.

X. MISSED/FAILED/SUPPLEMENTAL TESTS, EXAMINATIONS AND PROJECTS

Students should complete assignments by the due date and write all tests/exams during the normally scheduled periods.

Make-up Policy: Anyone unable to write a scheduled test must inform the professor as soon as possible before the test. Under **EXCEPTIONAL CIRCUMSTANCES**, the professor **MAY** approve the request to write a maximum of **ONE** make-up test per semester.

XI. LATE ASSIGNMENTS

Late assignments are penalized 5% a day. Assignments will not be accepted after 5 days.

XII. STANDARDS

The style of all written work should be clear and concise. The characteristics of such a style include grammatical correctness, appropriate vocabulary, clear sentences, and logical organization. It is the students' responsibility to keep copies of all their work in the course.

XIII. DISCRIMINATION AND HARASSMENT

At Humber College, students, staff and faculty represent the broad spectrum of diversity and richness that is characteristic of our society. All students and employees have the right to study, live, and work in an environment that is free from discrimination and harassment. It is therefore the policy of Humber College that its working, living and learning environments assert the personal worth and dignity of each individual. In order to achieve this objective, Humber College will not tolerate any form of discrimination or harassment in its employment, education, accommodation, or business dealings. Information and assistance are available from Nancy Simms, Director, Centre for Human Rights, Equity & Diversity at **(416) 675-6622, extension 4425**, or by email at **nancy.simms@humber.ca**.

For further information please visit: www.hrs.humber.ca/diversity

**XIV. DAY COORDINATORS
CAMPUS**

NORTH AND ORANGEVILLE

Dawn Macaulay

Office, K201M; Phone: 416-675-6622,
Ext.5795

Liberal Studies

Melanie Chaparian

Office, K201L; Phone:416-675-6622,

Ext. 4528
Liberal Studies

LAKESHORE CAMPUS

Kent Enns

Office, A114; Phone: 416-675-6622,
Ext. 3324
Liberal Studies

XV. SERVICES

- a) **The Writing Centre:** The Writing Centre, located in GH202 in the Guelph-Humber building at the North Campus (416-675-6622, ext. 6258) and in F201 at the Lakeshore Campus (416-675-6622, ext. 3313), is available Monday to Friday to give students help with English outside class. Staff in the Writing Centre can explain points of grammar and provide practice exercises. They can also explain errors in writing and suggest ways for students to improve their writing. If the Writing Centre staff are busy helping other students, an appointment for a quieter time can be made. Weekly appointments for extra help may also be arranged. Ask in the Centre about this semester's hours.
- b) **Students with Disabilities Office:** Students who require assistance in note-taking or accommodation in tests should advise the Services for Students with Disabilities office, as well as their teacher, at the beginning of the course. The Services for Students with Disabilities office is located in B112 at the North Campus (416-675-6622, ext. 5180) and in A120 at the Lakeshore Campus (416-675-6622, ext. 3265).
- c) **Peer Tutoring:** A peer tutor is a Humber student who can meet with students for one or two hours per week to help with the course. For a small administrative fee (\$10), students receive eight one-hour tutoring sessions. Apply for a tutor in Room B112 at the North Campus (416-675-6622, ext. 4616) or in Room H201 at the Lakeshore Campus (416-675-6622, ext. 3340).

XVI. ACADEMIC REGULATIONS

Students are responsible for being aware of academic regulations which can be found on Humber's website at <http://fulltimestudents.humber.ca/academicregulations>. Important information regarding Academic Integrity, course drop dates, and appeal procedures should be reviewed.

The School of Liberal Arts & Sciences expects all students to maintain a high standard of academic integrity by submitting original work and clearly documenting material that is derived from other sources. Failure to do so will be deemed to be academic misconduct as outlined in the Academic Regulations.

Revised Consent Course Outlines

Year and Semester	Course Outline
Year 1 Semester 1	Government & Social Welfare
Year 1 Semester 1	Interpersonal Communication
Year 1 Semester 1	Introduction to Psychology
Year 1 Semester 1	Principles of Sociology
Year 1 Semester 2	Ethics & Moral Theory
Year 1 Semester 2	Counselling Theory & Practice
Year 1 Semester 2	Group Dynamics
Year 1 Semester 2	Human Rights, Diversity & Social Inclusion
Year 2 Semester 3	Issues in Community & Institutional Corrections: Historical to Present
Year 3 Semester 5	Issues in Canadian Law
Year 3 Semester 5	Mixed Research Methods
Year 3 Semester 5	Introduction to Statistics
Year 3 Semester 6	Forensic Psychology
Year 4 Semester 7	Advanced Social Policy
Year 4 Semester 7	Senior Level Thesis Research Project 1
Year 4 Semester 8	Senior Level Thesis Research Project 2

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Common Year Platform

Year 1, Semester 1

Course Outline

Course Name:	Government and Social Welfare
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D. in Community Development, Social Work or Political Science

1.0 Course Description

This course introduces learners to the Canadian political system focusing on the structure of government, political theories, limits placed on government and the rights of citizens in the democratic process. The government's role in acting with elements of civil society will explore historical events that gave rise to the Canadian social welfare system and progressive notions of wealth redistribution and universal services. The evolution of social welfare nets in Canada will include an analysis of the provision of income security programs and welfare directed at specific at-risk populations.

2.0 Course Rationale

Graduates working in the human services sector are required to connect with various levels of government to ensure individual and community rights are being upheld and minimum standards of living are achieved in an equitable and fair way. Understanding how government and social welfare works will enable students to undertake advocacy work that is informed and productive.

3.0 Course Learning Outcomes

QF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Analyze the structure of the federal, provincial, and municipal levels of government in Canada and their major responsibilities for social services. 2. Evaluate the role of elected politicians and non-elected government decision-makers in developing and implementing social welfare policy. 3. Investigate the unequal distribution of wealth and power in Canadian society and impacts on individuals and communities.
Knowledge of Methodologies	<ol style="list-style-type: none"> 4. Assess critically the scope, goals and methods of social policy as a distinct branch of public policy.
Application of Knowledge	<ol style="list-style-type: none"> 5. Analyze and critique the role and methods of influence used by communities, business, unions, media and other interest groups in the government decision-making process and evolution of Canada's social welfare system past and present. 6. Analyze critically how social policy impacts on special needs populations in positive and negative ways and propose new policies to address shortcomings in current practices.
Communication Skills	<ol style="list-style-type: none"> 7. Present current social and economic trends and analyze their impact on clients and communities.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 8. Critically self-assess one's own biases and political ideologies that may impact on personal views of social welfare and people who access the service system.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 9. Demonstrate responsibility and accountability in the undertaking of a group project and accept constructive criticism from peers to improve personal team building skills.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
The structure, roles, responsibilities and function of federal, provincial and municipal levels of government. Exploration of concept of social citizenship.	Citizenship Test: Students will study and take the Canadian Citizenship Test and compare/contrast legal definition of citizenship with definition of social citizenship	1, 2, 4, 8	5	30
Impacts of social policy on individuals and communities	Case Study Analysis and Presentation: Students will select a	3, 5, 6, 7, 9	9 – 12 (by sign up)	40

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
	specific population and examine the impacts of current social policy and practices on individuals and communities			
All learning outcomes for the course	Final Exam: multiple choice and short answer	1 - 8	14	30
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Introduction: Course overview and expectations for success, the nature of Canadian social welfare and role of government in supporting universal services and minimum standards of living, context - unequal distribution of wealth, resources and power	3, 8	lecture, guided discussion, self-reflection exercise on personal values related to welfare and types of government responses	Chappell (2010), Chpt. 1	
2	Government Structure: Canadian system of government, how it works, different levels of government, roles & responsibilities	1	lecture, guided discussion, citizenship test game	Citizen and Immigration Canada (2013) Darlington (2013)	
3	Political Ideologies, Parties and	2	lecture, guided discussion, self-reflection	Fosey (2012)	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Politicians: Political ideology, conservatism, social democracy, liberalism, political parties from right to left, elections, approaches, values and ethical groundings of different parties in the provision of social welfare		exercise on personal politics, election simulation		
4	Government Influencers: Corporations, media, unions, social movements/coalitions, interest groups, citizens	5	lecture, guided discussion, simulation exercise using debate	Walchuck (2010)	
5	Historical Foundations: Impact of events, politics and economics in shaping social welfare	3, 4, 7, 8	lecture, historical photo gallery with guided discussion	Chappell (2010), Chpt. 3 & 4	Citizenship Test
6	Social Welfare Policy: Stages in policy identification, analysis, consultation, selection and implementation	3, 4	lecture, policy approval simulation exercise	Chappell (2010), Chpt. 2	
7	Service Delivery System: Service sectors, social agencies and service providers	3, 4	guest panel, small group round table discussions on components of the service sector using case studies	Chappell (2010), Chpt. 5, 6, 7	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
8	Poverty and Low Income Groups: Social welfare policies and practices	6 - 9	lecture, guided discussion, exercise - food shopping on welfare	Chappell (2010), Chpt. 9 Weaver, et al. (2010)	
9	Women, Children and Families: Social welfare policies and practices	6 - 9	lecture, student presentations, guided discussion	Chappell (2010), Chpt. 10 Pulkingham, et al. (2010)	Case Study Analysis & Presentations (sign-up weeks 9 – 12)
10	Older Canadians and People with Disabilities: Social welfare policies and practices	6 - 9	lecture, student presentations, guided discussion	Chappell (2010), Chpt. 11 & 14 Darrah, et al. (2010) Brown, et al. (2011)	
11	Aboriginal Canadians: Social welfare policies and practices	6 - 9	lecture, student presentations, guided discussion	Chappell (2010), Chpt. 12 Jones (2010)	
12	Recent Immigrants: Social welfare policies and practices	6 - 9	lecture, student presentations, guided discussion	Chappell (2010), Chpt. 13 Nicholas, (2012)	
13	Promoting Change – Micro, mezzo, and macro levels, course review	1 - 7	lecture, case studies – micro, mezzo, macro, course review game	Chappell (2010), Chpt. 8	
14	Final Exam – All topic areas	1 - 7	responding to questions		Final Exam

6.0 Methods of Instruction

Lecture, guided discussion, case studies, simulation exercises, debate, & small group discussion.

7.0 Required Texts and Other Major Course Materials

Chappell, R. (2010). *Social Welfare and Canadian Society* (4th ed). Toronto: Nelson Education.

Citizen and Immigration Canada (2013). *Discover Canada: The rights and responsibilities of citizenship: How our government works*. Retrieved from <http://www.cic.gc.ca/english/resources/publications/discover/section-08.asp>

Brown, R. (2011) Economic security in an aging Canadian population. *Canadian Journal on Aging*, 30(3), 391 – 399.

Darlington, R. (2013) *A short guide to the Canadian political system*. Retrieved from <http://www.rogerdarlington.me.uk/Canadianpoliticalsystem.html>

Darrah, J., Magill-Evans, J., & Galambos, N. L. (2010). Community services for young adults with motor disabilities – A paradox. *Disability & Rehabilitation*, 32(3), 223-229.

Fosey, E. (2012). *How Canadians govern themselves* (8th ed.) Library of Parliament. Retrieved from http://www.parl.gc.ca/About/Parliament/Senatoreugeneforsey/book/assets/pdf/How_Canadians_Govern_Themselves8.pdf

Jones, M. (2010). Systemic/social Issues aboriginal child welfare. *Relational Child & Youth Care Practice*, 23(4), 17-30.

Nicholas, A. (2012). From group recognition to labour market insertion: civil society and Canada's changing immigrant settlement regime. *British Journal of Canadian Studies*, 25(2), 231-251.

Pulkingham, J., Fuller, S., Kershaw, P. (2010). Lone motherhood, welfare reform and active citizen subjectivity. *Critical Social Policy*, 30(1), 267 – 291.

Walchuck, B. (2010). Changing union-party relations in Canada: The rise of the working families coalition. *Labour Studies Journal*, 35(1), 27 -50.

Weaver, R., Habibov, N., Fan, L. (2010). Devolution and the poverty reduction effectiveness of Canada's provincial social welfare programs: Results from a time-series investigation of a Canadian national survey. *Journal of Policy Practice*, 9 (2), 80 – 95.

Recommended / Supplementary Sources (Optional)

Chambers, D. & Wedel, K. (2009). *Social policy and social programs* (5th ed.). Toronto: Pearson Education Canada.

Graham, J., Swift, K., & Delaney, R. (2009). *Canadian social policy: An introduction* (3rd ed.). Toronto: Pearson Education Canada.

Hicks, S. (2007). *Social welfare in Canada: Understanding income security*. (2nd ed.). Toronto: Thompson Publishing.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Common Year Platform

Year 1, Semester 1

Course Outline

Course Name: Interpersonal Communication

Course Number:

Pre-requisite(s):

Co-requisite(s):

Course Restrictions:

Course Equates:

Credit Value:3 3

Hours of Instruction: 42

Delivery Format: Lecture

Qualifications Required to
Teach Course: Ph.D or M.A.

1.0 Course Description

This course provides an introduction to the theories, concepts and practical application of interpersonal communication skills. The course combines conceptual and experiential learning and strongly emphasizes skill practice and feedback. Topics include: increasing self-awareness, anger and conflict resolution, feedback and emotional intelligence. Students will practice verbal, non-verbal and communication skills in order to work effectively in the field of community and social services.

2.0 Course Rationale:

The development of interpersonal skills is a lifelong process which involves understanding oneself and other people. An individual's success is highly dependent upon his or her self-awareness and ability to interact effectively with others.

3.0 Course Learning Outcomes

QOF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	1. Identify and discuss the concepts, theories and principles of interpersonal communication through a cross cultural lens.
Knowledge of Methodologies	2. Analyze and interpret perceptions of self and others and their influence on communications. 3. Analyze and evaluate destructive and constructive approaches to managing conflict. 4. Compare issues of power in relationships and the impact on interpersonal communication.
Application of Knowledge	5. Demonstrate appropriate communication techniques and behaviour. 6. Identify and analyse the barriers to effective verbal, non-verbal and listening practices. 7. Identify and analyse the impact of self-reflection, awareness and evaluation on interpersonal communication.
Communication Skills	8. Facilitate difficult interpersonal conflicts through appropriate use of conflict resolution strategies. 9. Reflect on personal issues and feelings, while maintaining an understanding of the significance of personal and professional boundaries.
Awareness of the Limits of Knowledge	10. Discuss the challenges in interpersonal relationships through analysis of power, cultural, personal and gender issues.
Professional Capacity/ Autonomy	11. Demonstrate professional communication and the importance of maintaining appropriate boundaries. 12. Discuss the issue of purpose and audience in order to present ideas.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Self-Awareness, Self-Reflection, Identification of strengths	The VIA® Classification of Character Strengths, Reflection Paper	1, 2, 7	2	10
Use of Effective Communication Strategies	Role Play, Debate	2, 4, 5, 8-12	3, 4, 5, 6	25
Major topics that have been discussed to midterm point.	Multiple Choice and Short Answer exam	1, 2, 5, 6, 7, 9, 10, 12	7	15
Interpersonal Dynamics and Conflict	Essay	1, 2, 3, 4, 6, 7, 8, 10	10	25
All knowledge and skills discussed throughout the	Multiple Choice and Short Answer exam	1-12	14	25

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
course				
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Introduction to Interpersonal Communication Definition Models, principles and myths Improving communication	1, 12	Lecture, guided discussion	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 1	
2	Understanding Yourself Developing an awareness self-concept, self-awareness and self-disclosure.	2, 7	Lecture, guided discussion, journal writing Review of online inventory	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 2 McVey, S.G. (2012)	On line inventory
3	Interpersonal Communication and Perception Understanding interpersonal perception Barriers to accurate perception and how to improve perception. The development of empathy in relationships.	1, 2	Lecture, guided discussion, group work, role play	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 3 Smits, I, Doumen, S., Luyckx, K., Duriez, B., & Goossens, L. (2011)	Role Plays
4	Listening and	5, 6, 9, 10	Lecture, guided	Beebe, S.,	Role Plays

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Responding Listening defined; styles Barriers to effective listening Improving listening and responses		discussion, group work, role play, practice of listening skills.	Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 4	
5	Verbal Communication Skills The power of words Establishing supportive relationships	2, 5, 6, 9, 12	Lecture, guided discussion Review of video on assertiveness. Class debate	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 5	Debate
6	Non-verbal Communication Nonverbal communication codes Interpreting behaviours accurately. Cultural differences	5, 6, 9	Video of non-verbal cues. In class use of non-verbal skills Non-verbal class activity	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 6 Vahid. S. (2013)	Role Plays
7	All course content to mid term	1, 2, 5, 6, 7, 9, 10, 12	In class multiple choice, short answer		Mid Term exam
8	Emotional Intelligence	1, 4, 8, 9, 11	Lecture Case study review.	Zeidner, M, Ch. 8, 9, 10 Basu, A. & Mermillod. (2011) Jain, A.J. (2012)	
9	Conflict Management Skills Understanding	2, 3, 4	Lecture, guided discussion Popular film video clips on	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G.	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	how and why it develops Defining conflict; types; myths Conflict management styles		conflict. Class analysis of the different methods and implications for communication.	(2014) Chapter 7	
10	Conflict Management cont'd Strategies and skills for managing conflict effectively	5, 6, 8	Lecture, guided discussion, group work, role play	Maitlo, Q., Bhutto, N.A., Anwar, N., & Mahar, S. (2012) Zhang, A. (2012)	
11	Interpersonal Communication and Cultural Diversity Defining culture Examining cultural differences Barriers to effective intercultural communication Improving intercultural communication	2, 4, 6, 7, 10	Lecture, guided discussion Panel of cross cultural consultants	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 8 Mazhitaeva, S. (2012)	
12	Interpersonal Relationships Role of communication in our personal relationships. How to manage differing expectations and values. Interpersonal power within	2, 3, 4, 7, 8		Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 9 Madianou, M. (2013) Motschnig-	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	relationships. The impact of media on our relationships.			Pitrik, R. (2010)	
13	Professional Relationships How do professional relationships differ from other relationships, maintaining boundaries, ethical issues , leadership	1, 2, 4, 9, 11, 12	Lecture, guided discussion Case study from recent newspaper articles. Opportunity to apply knowledge to current issues.	Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014) Chapter 10 Kinkade, M. (2012) Hoffman, B.J. (2013)	
14	Interpersonal Relationships	1-12	In class multiple choice, short answer		Final Exam

6.0 Methods of Instruction

Lecture, small group and class discussion, multi-media presentations, participatory activities (e.g. role play, skill development activities/exercises).

7.0 Required Texts and Other Major Course Materials:

Basu, Anamitra and Mermillod. (2011). Emotional Intelligence and Social-Emotional Learning An Overview. *Martial*, 1:3, 182 – 185.

Beebe, S., Beebe, S. Redmond, M., & Geeriinck, G. (2014). *Interpersonal Communication: Relating to Others*, (6th ed.). Toronto Pearson Education.

Hoffman, B.J. (2013). Leader Narcissism and Ethical Context: Effects on Ethical Leadership and Leader Effectiveness. *Journal of Leadership & Organizational Studies*, February 2013 20:1, 25-37.

Jain, A.J. (2012). Does emotional intelligence predict impression management? *Journal of Organizational Culture, Communication & Conflict*, [16:2](#), 1-14.

Kinkade, M. (2012). Steps to Becoming An Ethical Leader. *Fire Engineering*, 165:8, 85-88.

Madianou, M., (2013). Polymedia: Towards a new theory of digital media in interpersonal communication. *International Journal of Cultural Studies*, 16:2, 169-187.

Mazhitaeva, S. (2012). Non-verbal Means in Cross-cultural Communication. *European Researcher*, 25:7, 1084 – 1087.

Maitlo, Q., Bhutto, N.A., Anwar, N., Mahar, S. (2012). Conflict Management - Home versus work. *Interdisciplinary Journal of Contemporary Research in Business*, [3:9](#), 712-720.

McVey, S.G. (2012). Tune up your emotional gears. *Veterinary Economics*, 53:6, 25.

Motschnig-Pitrik, R. (2010). Co-Actualization: A New Construct in Understanding Well-Functioning Relationships. *Journal of Humanistic Psychology*, 50:3, 374-398.

Smits, I., Doumen, S., Luyckx, K., Duriez, B., & Goossens, L. (2011). Identity Styles and Interpersonal Behavior in Emerging Adulthood: The Intervening Role of Empathy. *Social Development*, 20:4, 664-684.

Vahid.S. (2013). Enhancing the nonverbal communication to develop the social skills. *Language in India*, 13:5.

Zeidner, M., Matthews, G, Roberts, R. (2012). *What we know about emotional intelligence: how it affects learning, work, relationships, and our mental health*. Cambridge: A Bradford Book.

Zhang, A. (2012). Peer Assessment of Soft Skills and Hard Skills. *Journal of Information Technology Education*, 11, 155-168.

Recommended / Supplementary Sources (Optional)

Bascoe, S.M. (2012). Beyond Warmth and Conflict: The Developmental Utility of a Boundary Conceptualization of Sibling Relationship Processes. *Child Development*, 83:6, 2121 – 2138.

Harlow, K.C & Roberts, R. (2010). An Exploration of the Relationship between Social and Psychological Factors and Being Bullied. *Children & Schools*, 32:1, 15-26.

Garfield, R. (2010). Male Emotional Intimacy: How Therapeutic Men's Groups Can Enhance Couples Therapy. *Family Process*, 49:1, 109-22.

Häfner, M. & IJzerman, H. (2011). The Face of Love: Spontaneous Accommodation as Social Emotion Regulation. *Pers Soc Psychol Bull*, 37:12, 1551-1563.

Shiovitz-Ezra, S. & Leitsch, S.A. (2010). The Role of Social Relationships in Predicting Loneliness: The National Social Life, Health, and Aging Project. *Social Work Research* 34:3, 157-167.

<http://www.viacharacter.org>

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

Course Outline:

COURSE NUMBER:

PRE-REQUISITE(S): None

COURSE HOURS: 42

CREDIT WEIGHT: 3

DELIVERY FORMAT Lecture, case studies, readings, independent research

CO-REQUISITES:

1.0 COURSE DESCRIPTION

This course is designed to introduce students to the field of psychology. Students will be exposed to a discipline that is rich in theoretical diversity, research findings, and practical applications. They will be encouraged to think critically and challenge their preconceptions.

2.0 GENERAL LEARNING OUTCOMES

Upon completion of this course, students will be able to

1. explain the scientific nature of the discipline of psychology;
2. explain psychology's theoretical diversity;
3. explain the practical applications of psychological knowledge;
4. explain how socio-historical factors influence the evolution of psychology just as psychology leaves its mark on society;
5. explain how behaviour is typically determined by multiple factors;
6. explain how behaviour is culturally embedded;
7. describe how heredity and environment jointly influence behaviour;
8. locate and read psychology journal articles;
9. better interpret and understand their own behaviour as well as the behaviour of others.

3.0. COURSE CONTENT OUTLINE

UNIT A – INTRODUCTION, RESEARCH

Topics

1. Introduction to Psychology

- Definition of Psychology
- Major Theoretical Perspectives
 - Structuralism (Wundt)
 - Functionalism (James)
 - Behaviourism (Watson, Skinner)
 - Psychoanalysis (Freud, Jung, Adler)
 - Humanism (Maslow, Rogers)

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

- Cognitive (Piaget, Chomsky, Simon)
- Biological (Olds, Sperry, Hubel, Wiesel)
- Evolutionary (Buss, Daly, Wilson, Cosmides, Tooby)
- Psychology as a Profession
 - Research areas
 - Professional practice specialty areas
 - Employment settings

2. Research Methodology

- Defining Science
 - Goals of science
 - Path of scientific inquiry
 - Strengths and weaknesses of scientific approach
- Descriptive/Correlational Research
 - Naturalistic observation
 - Case studies
 - Surveys
- Experimental Research
 - Independent vs. dependent variables
 - Experimental vs. control groups
- Statistics
 - Descriptive statistics
 - Inferential statistics
- Evaluating Research: Concerns and Considerations
 - Replication
 - Sample bias
 - Placebo effects
 - Subject bias
 - Experimenter bias
- Research Ethics
 - Human subjects
 - Animal subjects

Learning Outcomes

The student will be able to

1. define psychology;
2. identify, compare, contrast, and critically assess the major theoretical perspectives and theorists in the field of psychology;
3. demonstrate knowledge of the historical sequencing of each of the major psychological perspectives;
4. identify the research areas, practice specialty areas, and employment settings of professional psychologists;
5. outline the goals of science and the path of scientific inquiry;
6. evaluate the strengths and limitations of the scientific approach;

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

7. distinguish between and identify the relative strengths and weaknesses of descriptive/correlational and experimental research approaches;
8. compare and contrast naturalistic observational, case study, and survey methods of research;
9. demonstrate knowledge of correlation and the correlation coefficient;
10. describe the key components of an experiment;
11. describe the purpose of statistics and be able to distinguish between descriptive and inferential statistics;
12. calculate median, mean, mode, range, and standard deviation;
13. list the methodological flaws that can mar a research study;
14. discuss the ethical considerations involved when studies use human or animal subjects.

UNIT B – BIOLOGY, SENSATION AND PERCEPTION

Topics

- 1. Biological Bases of Behaviour**
 - Nervous Tissue
 - Parts of the neuron
 - Resting and action potentials
 - Excitatory and inhibitory messages
 - Neurotransmitters
 - Nervous System Divisions
 - Central nervous system
 - Peripheral nervous system
 - Brain
 - Investigative techniques
 - Structure and function
 - Cerebral laterality
 - Endocrine System
 - Heredity and Behaviour
 - Principles of genetics
 - Researching heredity
 - Evolutionary Basis of Behaviour
 - Evolutionary theory (Darwin)
 - Research evidence
- 2. Sensation and Perception**
 - Psychophysics
 - Sensory detection thresholds
 - Signal detection theory
 - Subliminal detection
 - Sensory adaptation
 - Visual System and Sight
 - Nature of light

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

- Eye structure and function
- Pathways to the brain and visual cortex
- Colour vision
- Form perception
- Depth and geographical slant perception
- Perceptual constancies and illusions
- Auditory System and Hearing
- Nature of Sound
 - Ear structure and function
 - Theories of auditory perception
 - Auditory localization
- Gustatory System and Taste
- Olfactory System and Smell
- Skin Sensation Systems and Touch
 - Pressure
 - Temperature
 - Pain
- Kinesthetic System
- Vestibular System

Learning Outcomes

The student will be able to

1. describe the structure and function of nervous tissue;
2. distinguish between the divisions and subdivisions of the nervous system;
3. describe the methods used to study brain structure and function;
4. identify key parts of the brain and discuss brain functioning;
5. summarize research on cerebral specialization;
6. identify the parts of the endocrine system and know their role in regulating behaviour;
7. describe the structures and processes involved in genetic transmission;
8. describe the methods used to investigate the influence of heredity on behaviour;
9. summarize Darwin's theory of evolution and demonstrate knowledge of supporting genetic evidence;
10. demonstrate an understanding of basic concepts and issues in the area of psychophysics;
11. discuss perception in the absence of awareness and evidence in the area of subliminal perception;
12. interpret the meaning and significance of sensory adaptation;
13. identify the properties of light and describe the eye's role in visual information processing;
14. follow the path of visual information from the eye to the brain and understand the role of the visual cortex;
15. summarize the trichromatic and opponent process theories of colour vision;
16. understand form perception in terms of top-down and bottom-up processing;

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

17. identify Gestalt principles of visual perception;
18. describe monocular and binocular depth cues;
19. identify and explain perceptual constancies and discuss their relationship to optical illusions;
20. identify the properties of sound and describe the ear's role in auditory information processing;
21. compare and contrast the place and frequency theories of auditory perception;
22. describe auditory localization cues;
23. explain the mechanisms underlying taste and explain individual differences in taste perception;
24. describe the functions of the olfactory system;
25. describe skin sensory systems involved in the perception of pressure, temperature and pain;
26. discuss the perceptual experiences resulting from the kinesthetic and vestibular senses.

UNIT C – CONSCIOUSNESS, LEARNING

Topics

1. **States of Consciousness**
 - Nature of Consciousness
 - Sleep
 - Biological rhythms
 - Stages
 - Disorders
 - Dreams and Dreaming
 - Nature of dreams
 - Theories of Dreaming
 - Hypnosis and Theories of Hypnosis
 - Meditation
 - Psychoactive Drugs
 - Tolerance and dependence
 - Major drugs and their effects
2. **Learning**
 - Definition of Learning
 - Classical Conditioning
 - Theory and Research
 - Applications
 - Operant Conditioning
 - Theory and Research
 - Applications
 - Biological Considerations
 - Cognitive Considerations
 - Observational Learning

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

Learning Outcomes

The student will be able to

1. discuss and evaluate the nature of consciousness;
2. describe circadian rhythms and their relationship to sleep;
3. characterize the sleep stages along physiological and psychological dimensions;
4. discuss individual and group differences in sleep patterns;
5. identify and distinguish between major sleep disorders in terms of symptoms, causes and treatment;
6. discuss the nature of dreams and compare and contrast wish fulfilment, problem solving and activation-synthesis theories of dreaming;
7. characterize hypnosis and explain the role playing and altered state theories of hypnosis;
8. demonstrate awareness of the short-term and long-term effects of meditation techniques;
9. list and describe the physical and psychological effects of the major types of psychoactive drugs;
10. define learning;
11. identify and explain the basic components of Pavlov's classical conditioning paradigm;
12. describe the classical conditioning concepts of acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order conditioning;
13. explain Thorndike's law of effect and discuss its relationship to Skinner's theory of operant conditioning;
14. describe the operant conditioning concepts of acquisition, shaping, extinction, generalization, discrimination, reinforcement, and punishment;
15. describe how biology imposes limits on conditioning;
16. recognize the role of cognitive processes in conditioning;
17. list the basic processes identified by Bandura as crucial components of observational learning;
18. use principles of conditioning to modify their own behaviour and the behaviour of others.

UNIT D – MEMORY, PERSONALITY

Topics

1. **Memory**
 - Encoding and Getting Information into Memory
 - Attention
 - Levels-of-processing theory
 - Methods of encoding enrichment
 - Storage and Maintaining Information in Memory
 - Sensory memory
 - Short term memory

Course Title: Introduction to Psychology

Year and Semester: Year 1 and Semester 1

- Long term memory
- Representation and organization of information
- Retrieval and Getting Information Out of Memory
 - Retrieval and context cues
 - Misinformation effect
- Forgetting
 - Ebbinghaus's forgetting curve
 - Methods of measuring forgetting
 - Causes of forgetting
- Physiology of Memory
- Multiple Memory Systems

2. Personality

- Defining Personality
- Trait Theory
- Freud's Psychoanalytic Theory
 - Components of personality
 - Defence mechanisms
 - Stages of personality development
- Jung's Perspective
- Adler's Perspective
- Behavioural Perspectives
 - Skinner's contributions
 - Bandura's and Mischel's social learning contributions
- Humanistic Perspectives
 - Roger's person-centred approach
 - Maslow's self-actualisation theory
- Biological Perspectives
- Personality Assessment

Learning Outcomes

The student will be able to

1. identify and describe the basic memory processes;
2. consider the role of attention in memory;
3. explain the levels-of-processing theory of memory;
4. identify and explain methods that can be used to improve encoding;
5. describe, compare, and contrast sensory, short-term, and long-term memory systems;
6. discuss possible ways information is organized in memory;
7. explain how retrieval and context cues influence retrieval of memories;
8. discuss the fallibility of memory and demonstrate understanding of the misinformation effect;
9. outline Ebbinghaus's forgetting curve and ways in which forgetting is measured;

Course Title:	Introduction to Psychology
Year and Semester:	Year 1 and Semester 1
	<ol style="list-style-type: none"> 10. identify and explain the possible causes of forgetting; 11. outline the repressed memory controversy; 12. summarize evidence on the physiological basis of memory; 13. distinguish between retrograde and anterograde amnesia; 14. summarize and evaluate theories and research on the existence of multiple memory systems; 15. discuss the nature of personality; 16. describe the trait approach to personality and describe the five factor model; 17. outline and critically assess the nature and function of Freud's personality structures; 18. list and define Freud's ego defence mechanisms; 19. summarize and evaluate Freud's psychosexual stages of personality development; 20. compare and contrast the psychodynamic personality theories of Freud, Jung, and Adler; 21. explain and evaluate the contributions to understanding personality made by learning theorists Skinner, Bandura and Mischel; 22. compare and contrast Rogers' and Maslow's humanistic theories of personality; 23. outline and critically assess theories and research on the biological basis of personality; 24. describe and evaluate personality assessment methods.
4.0	REQUIRED TEXT
	Weiten, Wayne (2004). <u>Psychology: themes and variations</u> . Stamford, CT: Thomson Learning.
5.0	METHOD OF STUDENT EVALUATION
	Students will be evaluated on the basis of 4 in-class multiple-choice tests, each worth 20%, and 2 written reports: worth 5% and 15% respectively. To pass this course, students must complete all tests/assignments.
	Information About Course Designer/Developer:
<input checked="" type="checkbox"/>	Course designed by faculty eligible to teach this course: Rena Borvilos
<input type="checkbox"/>	Course designed by other:
	List faculty qualified to teach the course and/or statement "faculty to be hired": Rena Borvilos
	If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on line? _____ % 0 %
	If greater than zero, complete Appendix 6.5.3.

Course Title: Introduction to Psychology
Year and Semester: Year 1 and Semester 1
Faculty qualifications required to teach/supervise the course: M.A. in Psychology, Ph.D. preferred
Classroom requirements: Humber has sufficient classroom space at our North Campus to accommodate 10,200 students and at our Lakeshore Campus to accommodate 4,800 students.
Equipment requirements: Standard classroom equipment.

**INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
SCHOOL OF LIBERAL ARTS & SCIENCES
COURSE OUTLINE**

COURSE NUMBER SOCI 201 Degree Level

COURSE NAME Principles of Sociology

CREDIT VALUE 3

FACULTY

OFFICE: _____
OFFICE PHONE: 416-675-6622 EXT. _____
OFFICE HOURS: _____
E-MAIL: _____

APPROVED BY



John Elias, Associate Dean

This course is available in both a classroom-based and on-line version.

I. COURSE DESCRIPTION

In a dynamic society, it is important for everyone to understand the social forces, cultural values, and ideological beliefs that frame and shape their behaviour and the pace and direction of change. Sociology, as the scientific study of the behaviour of people in groups, helps us to understand the patterns of social organization and why people think, function, and behave the way they do. This course examines the classical sociological theories of Marx, Durkheim, and Weber, as well as contemporary social theorists. This theoretical examination is then applied to understanding the importance of economic and political power, cultural and religious values, ethnic and racial identity, gender, age, and class, in shaping who we are both as individuals and as members of a social group.

II. LEARNING OUTCOMES

On completion of this course the student will be able to

1. Define sociology and explain the main elements of the sociological perspective.
2. Explain the theoretical contributions made by classical social theorists such as Durkheim, Marx, and Weber.
3. Discuss how sociological thinking can impact individuals both at the micro level (i.e., in daily life) and at the macro level (i.e., in social policy).
4. Discuss and analyze the relationship between knowledge and ideology.

5. Compare and contrast the major research methods used by sociologists and discuss the relative weaknesses and strengths of each.
6. Define the sociological meaning of culture and its relationship to society, nation and state.
7. Compare and contrast Canadian and American multiculturalism and their different value systems.
8. Explore Canada's relationship to other countries in a globalized world.
9. Define and explain ethnocentrism and cultural relativism.
10. Analyze the modes and forces of socialization (family, school, religion, etc.) and their impact in shaping an individual's social development and experience.
11. Define and discuss the main characteristics of social structure and the importance of roles and status in social interaction.
12. Explain and analyze the primary characteristics of bureaucracy and their impact on employees and workers.
13. Define and discuss the relationship between sex and gender, and explain how human sexuality is experienced and interpreted across the lifespan.
14. Define deviant and normal behaviour, and explain how these definitions impact on gender, race, and class.
15. Analyze the differences between the four theoretical paradigms (functionalism, conflict theory, symbolic interactionism, and feminist theory) used by sociologists to understand the nature of society.
16. Use the sociological perspective to explain and analyze how deviance is a product of society and analyze how age, class, gender, race and ethnicity are related (used and abused) to statistics on crime.
17. Analyze the relationship between ideology, culture, gender and social stratification.
18. Describe and discuss the relationship between patriarchy, sexism, inequality and discrimination.
19. Define and discuss the differences between prejudice, discrimination, stereotyping and racism.
20. Explain the relationship between biology and culture in shaping the experience of growing old, and in the characterization of the elderly.
21. Define and explain family, kinship, family unit and marriage from a cross-cultural perspective.
22. Analyze the impact of class, ethnicity, race and gender in the formation and socialization of the family.
23. Discuss the problems facing family life (divorce, remarriage, spousal and child abuse) and how different societies have responded to these challenges.
24. Describe alternative family units (one-parent families, gay and lesbian couples, and cohabitation) and the challenges and pressures that they face in different societies.
25. Discuss and analyze how occupations and social patterns of modernity and post-modernity have changed due to the impact of industrial and information technologies.
26. Explain the ongoing changes taking place within the Canadian labour force and explain how deskilling, the polarization of jobs, and worker empowerment have impacted the workplace.
27. Analyze the impact of technology (computers and robotics) in the workplace.

III. GENERIC EMPLOYABILITY OUTCOMES

On completion of this course the student will demonstrate competencies in

Reading: as evidenced by an ability to comprehend the arguments from a wide range of texts.

Writing: by effectively completing course assignments, tests, and exams.

Critical and Creative Thinking: through an analysis of underlying causes and unexpected consequences of our daily actions and through connecting the systemic and structural with the individual and personal.

Personal Organization, Time Management, Resource Management, and

Responsibility: through class attendance, punctuality, class participation, and meeting deadlines.

Research: by using a variety of sources, including books, periodicals, the Internet, and direct observation.

Computer Application and Communicating through Evolving Media by: using e-mail and the Internet for the purposes of research, completing assignments, and communicating with the professor.

Learning Values (Objectives):

Students will continue to develop

Literacy by engaging with challenging texts and articulating their understanding both orally and in writing.

A Sense of Historical Development through a study of the evolution of modern and post-modern industrial society.

Global Understanding through an analysis of the economic, psychological, cultural, political, and environmental factors that influence our social behaviour and patterns.

Moral Maturity through self-analysis of their own acculturation and socialization.

Understanding of Forms of Inquiry through a close study of a variety of theoretical perspectives in sociology.

Depth and Breadth of Understanding through making connections between the macro workings of society and micro individual decisions in order to understand the complexity of social interactions.

Independence of Thought by engaging with contending schools of thought and in formulating a personal response to various theoretical positions.

Love of Learning through the realization that scholarship can illuminate the most routine and everyday aspects and forms of social life and enrich our understanding of the lived experience.

IV. COURSE CONTENT OUTLINE

Unit 1: Introduction to Sociology: Theories, Perspectives, and Research Methods

Common sense can sometimes include erroneous expectations so it is important to understand the difference between subjective opinion and objective analysis. The major classical sociological theorists (Durkheim, Marx and Weber) and the four major sociological paradigms (functionalism, conflict theory, symbolic-interactionism, feminist theory) are discussed and analyzed. This unit looks at the importance of both collecting facts and of critically evaluating them in light of different social situations and contexts. Students critically examine the role and function of different discourses and attempt to develop a “sociological imagination.”

- Why the sociological perspective is important to both assessing and bettering how society works.
- The transhistorical insights of the founders of Sociology, namely Durkheim, Marx and Weber.
- Students develop a “sociological imagination” by drawing the connections between people’s “personal troubles” like unemployment or marital breakdown and wider societal structures.
- Is a science of society possible? Sociology, objectivity, values, and meaningful human action.
- Advantages and disadvantages of various methods sociologists use to gather evidence about the social world.

Unit 2: The Social Dynamics of Multiculturalism: The Impact of Cross-Cultural Values and Socialization

In a multicultural society like Canada, each cultural group has its own expectations about appropriate social behaviour. Inevitably, different values and beliefs sometimes come into conflict. This conflict can be a reflection of the difficulty of understanding other cultures on their own terms rather than as faulted versions of one’s own culture. Can diversity be a strength? How is Canada’s multicultural reality best managed?

- Culture and socialization defined.
- Ethnocentrism as a source of intergroup misunderstanding, conflict, and exclusionary treatment.
- Canada’s growing cultural diversification and the fashioning of new cultural selves and practices.
- The strengths and limitations of cultural relativism.
- Different orientations to ‘managing’ cultural diversity.

Unit 3: Modes of Social Behaviour: Criminal, Deviant and Normal

Who is a criminal? Who is normal? Normative values are defined differently in different cultural contexts. Why is behaviour interpreted so differently?

Was Robin Hood a folk hero, a criminal, or simply a deviant? Who has the power to define and enforce normative values? How do sanctions impact on behaviour and why do they exist in every society? How do preconceptions affect the relations between those in positions of authority (e.g. the police officer, the doctor, and the teacher) and those with less status? How are these dynamics perceived in different historical and cultural contexts?

- Defining and considering the origins of deviance and crime.
- Exploring changing orientations to deviance and crime across time and space.
- Status conflict and the social construction of deviance.
- An examination of strain, differential association, control, opportunity, and labelling theories.
- The relationship between gender, sexual orientation, age, and ethnicity, and the risks of victimization and offending.

Unit 4: Cultural and Social Values: Competing Interest, Social Stratification and Conflict

Different sectors of society compete for limited resources and have different vested interests. Sometimes interests' conflict and sometimes they coincide. Conflict theory often addresses the struggle between unions and management and between ethnic groups and dominant groups over the inequalities of social stratification and the barriers to social mobility. Inequalities owing from social stratification based on social class, gender, ethnicity and race can lead to individual, group and class struggles for change. In the twentieth century, we have seen women and people of colour fighting to gain civil rights, such as the right to vote and the right to legal equality, as well as for a voice and participation in politics and government. Today, we see Native Peoples and persons with disabilities fighting for their rights, using many similar tactics and strategies.

- Understanding social stratification and its relationship to social change.
- Considering competing views about the unequal distribution of valued societal resources and how a collective sense of injustice becomes mobilized.
- Frame alignment processes and the mobilization of group resistance.
- Social movements in twentieth- and twenty first-century Canada.

Unit 5: Sex and Gender

One of the most profound changes in the western world over the last one hundred years has been improvement in the status of women.

Women's lives have changed dramatically in modern western societies from being treated as property, with virtually no legal or political rights, to being treated as equal under the law. However, the "gender wars" have not ended and there is an increasingly hardened attitude and backlash against the gains made by women.

- Defining sex, gender, gender role stereotypes, and gender inequality.
- Considering the enduring gender gap, including persistent domestic inequality,
- gender inequities in the labour force and political realm, devaluation of women's skills and feminization of non-standard work.
- The social problems of the 'glass ceiling' and 'bitchy' boss stereotype.
- The difficulties of challenging gender-role stereotypes and the double (or triple) 'shift' phenomena.
- Male violence against women, sexual assault and sexual harassment.

Unit 6: Ethnicity and Race

The struggle for equal human and civil rights for African-Canadians and Aboriginal-Canadians has been a long one. Today, issues of prejudice and discrimination are the source of conflict in

many areas of Canadian life, even if the manifestation of such inequalities is subtle and complex.

- Defining ethnicity and race.
- Competing interpretations of racism, prejudice, and discrimination—social-psychological theories, primordialism, normative theories, and power-conflict theories.
- Aboriginal-Canadians and explanations for enduring social and economic disadvantages.
- Re-considering the vertical mosaic (i.e. whether race and ethnicity continue to shape our stratification system).

Unit 7: The Changing Family: Dilemmas and Myths

Definitions of family vary considerably and include the nuclear family, the extended family and the blended family. This unit examines how the concept of family has political, social, and cultural ties that hinder and enhance its development. Family problems and concerns will be revealed as having public sources and solutions in an attempt to examine the family unit as an ever-changing institution trying to find its place in society.

- Conceptualizing and defining family.
- The strains and consequences of women's labour force participation and gender norms.
- Explanations for domestic inequality.
- The division of labour and gender roles.
- Factors influencing marital satisfaction and dissolution – the rising divorce rate.
- Competing perspectives and solutions to family-work conflicts and dilemmas.

Unit 8: Work and Occupation: Working Overtime all the Time

The introduction of new technologies, new management techniques, the polarization of the job market, longer work weeks, less job security, and ongoing gender discrimination make for a very intense and unpredictable workplace.

This unit will examine some of the major barriers today's workforce is encountering and what the future workforce can look forward to, while examining the economic necessity of work and the validation and sense of worth that comes from meaningful work.

- The segmented labour market.
- Technology: enhancement or degradation.
- The impact of introducing computers to the workplace.
- The glass ceiling effect – can women break through?
- Employee empowerment and the enrichment of work.
- The threat of deskilling.

V. REQUIRED TEXT(S) AND OTHER LEARNING MATERIALS

Brym, Robert J. (2007). *New Society: Sociology for the 21st Century* (5th Ed.).
Study Guide (optional). Nelson Education Ltd. (Harcourt).
ISBN: #0176102825

Online articles and class handouts.

Access to a personal computer, Internet access, e-mail facilities, writing materials and notebook.

VI. CLASS FORMAT

- Interactive lecture and discussion
- Audio-visual presentations
- Small group discussions
- Formal lectures
- On-line learning

VII. ON-LINE ACTIVITIES

- E-mail for assignment instructions, submission of materials and other communication with the professor
- Internet use for research, data gathering
- Word processing and presentation software for course assignments

VIII. METHOD OF STUDENT EVALUATION

Evaluation for Classroom-Based Course

The passing grade for all General Education courses is 50%.

Mid-Term Test	30%
Written Assignments	20% x 2 = 40%
Final Exam	<u>30%</u>
TOTAL	100%

Evaluation for On-Line Course

Students will be evaluated in this course through

Online Discussions	-	Five online discussions worth 2% each
Quizzes	-	Four online quizzes worth 5% each
Assignments	-	Two major assignments worth a total of 25%
Chat Sessions	-	Four chat sessions worth a total of 5% (4 x 1.25%)
Mid Term exam	-	Online mid term exam worth 20%
Final Exam	-	<u>On-site</u> final exam worth 20%

All assignments must be word-processed and proof read – spell check and grammar check are not enough. Make sure you have a back-up copy of all of your work – just in case! Further guidelines for each assignment will be provided.

Participation (Graded Discussions):

Informed participation by all students each week is an essential component of this course, which relies on students to actively participate in the educational process. As the course is focused around communication and discussion, your ability to relate the particular issues under discussion to the general themes of the course is essential, as is your ability to negotiate between your own interests and those of the other participants. Discussions will be online and will be required as part of your final grade, and as such, regular participation is required. This means that you will need to post your thoughts and comments in each unit discussion, as well as respond to other postings made by your classmates. Postings should illustrate an understanding of the readings and thoughtful reflection on them.

Quizzes:

All quizzes will be online, and will consist of multiple choice questions that directly reflect the content of the assigned readings. There will be four unit quizzes, worth 5% each for a total of 20% of the final grade. Students will be given a specific amount of time to complete the quizzes at the end of each unit. The purpose of the quizzes is to make sure that students understand the key points of the material they are reading, and to assist them in writing the critique and essay later in the course.

Research Essay Assignments:

The purpose of the essay is to encourage in-depth research and clear and systematic argument on a specified topic. These are short and formal papers of 1000 words (10%) and 1500-1800 (15%) words with proper citations and together are worth 25%. At least 2 sources from the course material and several academic sources must be cited. The essay is to be based on both fact and theory, and you will be graded on your description and analysis of the research you have found. Further and more detailed instructions, including topics, will be provided within the course.

NOTE: The final exam for the online course will be written in an invigilated environment **on campus**. A date and time will be set for the final exam to take place in a Humber classroom. Students who reside **further than 100 km** from the North Campus and cannot travel to the campus are required to **ask permission from their instructor** to have the exam proctored (supervised) at a test centre of a college or university (or other approved site) that is closer to them. If the request is approved, the OLC staff can assist you in making arrangements. Please note that students are responsible for any fees charged for off-campus proctoring. If you cannot attend the exam at the specified location and time (i.e. due to illness or a work conflict that can not be resolved), make arrangements to write the exam in the Humber Test Centre or at another college, university, or other approved location. Once again, **your instructor's approval is required**.

IX. MISSED/FAILED/SUPPLEMENTAL TESTS, EXAMINATIONS AND PROJECTS

There are **no** supplemental exams in courses offered by the School of Liberal Arts & Sciences.

X. STANDARDS

The style of all written work should be clear and concise. The characteristics of such a style include grammatical correctness, appropriate vocabulary, clear sentences, and logical organization. It is the students' responsibility to keep copies of all their work in the course.

XI. COORDINATORS

Jason Galea
Melanie Chaparian

NORTH CAMPUS

General Education
Humanities

LAKESHORE CAMPUS

George Byrnes

General Education

XII. SERVICES

- a) **The Writing Centre:** The Writing Centre, located in GH202 in the Guelph-Humber building at the North Campus (416-675-6622, ext. 6258) and in F201 at the Lakeshore Campus (416-675-6622, ext. 3313), is available Monday to Friday to give students help with English outside class. Staff in the Writing Centre can explain points of grammar and provide practice exercises. They can also explain errors in writing and suggest ways for students to improve their writing. If the Writing Centre staff are busy helping other students, an appointment for a quieter time can be made. Weekly appointments for extra help may also be arranged. Ask in the Centre about this semester's hours.
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XIII. ACADEMIC REGULATIONS

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**INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
SCHOOL OF LIBERAL ARTS & SCIENCES
COURSE OUTLINE**

COURSE NUMBER PHIL 203 Degree Level

COURSE TITLE Ethics and Moral Theory

CREDIT VALUE 3

FACULTY

OFFICE: _____
OFFICE PHONE: 416-675-6622 EXT. _____
OFFICE HOURS: _____
E-MAIL: _____

APPROVED BY



John Elias, Associate Dean

Students who have taken PHIL 403 Ethics and Moral Theory cannot take this course.

I. COURSE DESCRIPTION

Whatever our cultural and socio-economic backgrounds, all of us seek to achieve a good life. Though most people immediately identify that with happiness, there can be little doubt that the good life must also include being a moral person. For no matter how much pleasure, money, and power we happen to have at our disposal, most people will ultimately find it unsatisfying unless they feel that they deserve their situation in life by virtue of the acts they've performed and the causes they've supported. The purpose of this course is to examine and clarify the moral component of the good life. In the first part we will examine foundational moral theories, including classical, religious, contractarian, Kantian, utilitarian and Nietzschean (along with modern elaborations and examples). Our focus in the second part of the course will be on applied ethics in major contemporary moral issues: business ethics, human rights, abortion, euthanasia and the death penalty, and animal rights and environmentalism. of the sort that people are likely to come across in their everyday lives. Hence, the course considers moral dilemmas that arise in our relations with family, friends, lovers, work, business, law, health care, animals, and the environment. Emphasis will be on evaluating about practical moral dilemmas critically and thoughtfully.

II. INSTRUCTIONAL GOALS

Students who complete this course will become familiar with examples of historical and contemporary moral theory as well as the decision-making processes used to debate and resolve contemporary ethical issues. Students will be able to apply moral theories, concepts and ideas to a variety of specific issues in contemporary society.

III. LEARNING OUTCOMES

At the end of this course the student will be able to (among other things)

1. define the term "*applied ethics*" and provide examples of ethical issues;
2. explain why moral considerations matter in deciding significant affairs;
3. explain the necessity of giving reasons to defend one's moral opinions;
4. describe, compare, contrast, and apply the major moral theories, e.g., utilitarianism, deontology, virtue, rights, and relativism;
5. identify modern examples of each of the major moral theories examined;
6. discuss the applicability of virtue and social responsibility in business life and venture an informed opinion;
7. define and critically assess the notion and role of the corporation;
8. describe and critically assess the idea and history of 'rights,' in particular human rights;
9. critically assess the idea and contemporary use of torture, and venture an informed opinion;
10. discuss and critically assess the debate over abortion, and venture an informed opinion;
11. summarize how medical advances have given rise to demands for assisted suicide;
12. gauge the relevance of the distinction between active and passive euthanasia;
13. describe and critically assess the debate over the death penalty, and offer an informed opinion;
14. critically assess the main claims of the environmental movement, in particular the issue of climate change, and offer an informed opinion;
15. describe and evaluate the principles of the environmentalist and animal rights movements.

IV. COURSE CONTENT OUTLINE

Unit 1: Classical theory

- Defining and seeking 'the good' and 'the good life'
- Classical ideas of the virtues and virtue theory
- Contemporary adaptations of virtue theory

Readings:

Aristotle. Selection from *Nicomachean Ethics*.

Rachels, James. Selection from *Elements of Moral Philosophy*.

Unit 2: Religious ethics

- Classical Christian moral theory: Augustine and Aquinas.
- Relationship of the Good and God
- Concerns about dogmatism and fundamentalism

Readings:

Augustine. Selections from *Enchiridion on Faith, Hope, and Love*.

Aquinas, Thomas. Selections from *Summa Contra Gentiles*.

Unit 3: Social contract theory

- The relationship between views of human nature and moral theory
- Social contract theory and moral responsibility
- Contemporary adaptations of contractarianism

Readings:

Hobbes, Thomas. Selection from *Leviathan*.

Butler, Joseph. Selections from *Fifteen Sermons*.

Rawls, John. Selections from *A Theory of Justice*.

Unit 4: Deontology

- Kant's deontological moral theory
- Neo-Kantian theory

Readings:

Kant, Immanuel. Selection from *Groundwork of the Metaphysics of Morals*.

Unit 5: Utilitarianism

- Bentham's original utilitarian moral theory
- Elaboration on utilitarianism by Mill
- Contemporary examples and critiques of utilitarianism

Readings:

Bentham, Jeremy. Selections from *An Introduction to the Principles of Morals and Legislation*.

Mill, John Stuart. *Utilitarianism*.

Unit 6: Nietzsche and existentialism

- Nietzsche's radical challenge to moral theory
- Existentialist philosophy and its implications for ethics

Readings:

Nietzsche, Friedrich. Selections from *Beyond Good and Evil*, *On the Genealogy of Morals*, and *Twilight of the Idols*.

Camus, Albert. Selections from *The Myth of Sisyphus*.

Sartre, Jean-Paul. Selection from *Existentialism*.

Unit 7: Intuitionism vs. emotivism

- Moore's intuitionist moral theory
- Emotivism as subjectivist moral theory
- Critiques

Readings:

Moore, G.E. Selections from *Principia Ethica*.

Ross, W.D. Selections from *The Right and the Good*.

Ayer, A.J. Selections from *Language, Truth, and Logic*.

Stevenson, C.L. "The Emotive Meaning of Ethical Terms."

Unit 8: Applied ethics: business ethics

- Introduction to applied ethics
- Utilitarianism and cost/benefit analysis
- Virtue and business: can they go together?
- History, nature, and critique of corporations
- Whether corporations should just maximize profits or practice social responsibility

Readings:

Singer, Peter. Selection from *Applied Ethics*.

Williams, Bernard. "A Critique of Utilitarianism."

Bragues, George. "The Bourgeois Virtues."

Film: *The Corporation* (selections)

Unit 9: Applied ethics: human rights

- Notion of 'rights'
- History and idea of 'human rights'
- Critiques
- U. N. Universal Declaration of Human Rights
- Case study: contemporary use of torture

Readings:

Feinberg, Joel. "The Nature and Value of Rights."

U. N. Universal Declaration of Human Rights

Video: "Is Torture a Good Idea?" (*Dispatches* [BBC documentary series])

Unit 10: Applied ethics: abortion

- History of the abortion debate and legal status (*Roe v. Wade*)
- Pro-life and pro-choice arguments
- Critiques
- Moral choice: public vs. private

Readings:

Thomson, Judith Jarvis. "A Defense of Abortion."

Warren, Mary Anne. "On the Moral and Legal Status of Abortion."
Marquis, Don. "An Argument that Abortion is Wrong."
Film: *Abortion: Stories from North and South*

Unit 11: Applied ethics: euthanasia and the death penalty

- Distinctions in euthanasia: active and passive
- Right to die vs. right to make the choice for someone else
- The case for and against capital punishment

Readings:

Rachels, James. "Active and Passive Euthanasia."

Foot, Philippa. "Killing and Letting Die."

Van den Haag, Ernest. "In Defense of the Death Penalty."

Nathanson, Stephen. Selection from *An Eye for an Eye: The Morality of Punishing by Death*.

Film: *Let Me Die*

Unit 12: Applied ethics: environmentalism and animal rights

- History of the environmentalist and animal rights movements
- Moral standing of non-human animals and nature
- Human uses of animals: food, clothing, toxicology, medical research

Readings:

Regan, Tom. "The Case for Animal Rights."

Cohen, Carl. "The Case for the Use of Animals in Biomedical Research."

Film: *An Inconvenient Truth*

V. REQUIRED TEXT(S) AND OTHER LEARNING MATERIALS

Cahn, Steven M., & Markie, Peter (2005). "*Ethics: History, Theory, and Contemporary Issues*" (3rd Ed.). Oxford University Press. ISBN: #9780195178401

Internet material on a course dedicated website.

VI. METHOD OF STUDENT EVALUATION

The passing grade for all Degree courses is 50%.

The breakdown of the final grade will be as follows:

Essay #1	20%
Midterm Exam	25%
Essay #2	25%
Final Exam	<u>30%</u>
TOTAL	100%

The assignments will be based upon assigned readings, class discussions and audiovisual presentations. Students are strongly urged to attend **all** classes as discussions and presentations cannot be repeated.

Any take-home assignments will be due at the beginning of class on the assigned due dates. Late assignments will be penalized.

VII. STANDARDS

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General Education

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Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Common Year Platform

Year 1, Semester 2

Course Outline

Course Name:	Counselling Theory & Practice
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	
Credit Value:	3
Hours of Instruction:	56 (lecture 28, lab 28)
Delivery Format:	Lecture & counselling lab
Qualifications Required to Teach Course:	Masters Degree in Social Work, Psychology, Adult Education or equivalent

1.0 Course Description

This course introduces students to a variety of counselling theories and how they are applied in the human service field while critically examining their contributions and limitations in working with specific and diverse client groups. The nature and stages of the counselling relationship and the process of change will be addressed including the challenges of dealing with resistance, confrontation and other difficult situations. Students will be given the opportunity in the lab portion of the course to practice and apply the essential counselling skills and various approaches covered in the lectures.

2.0 Course Rationale

Community development involves collaboration with a wide range of people and organizations in order to effect meaningful change. For community development initiatives to be successful it is important that community development workers understand the process of change; have the ability to develop meaningful, appropriate and empowering relationships with those involved in the change process and have the skills to assess and address obstacles that may develop throughout this process.

3.0 Course Learning Outcomes

QOF Category	At the successful completion of the course, the student will have demonstrated an ability to:
1. Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Analyze the major underpinnings of the different counselling schools of thought to address how theory impacts practice. 2. Define the characteristics of a counselling relationship that will build a strong therapeutic alliance. 3. Explain the importance of ethics in the counselling relationship to ensure maintenance of proper boundaries and client trust.
Knowledge of Methodologies	<ol style="list-style-type: none"> 4. Critically evaluate which counselling methodology is the best fit to address specific client need and circumstances. 5. Analyze where the client is in the change process in order to determine appropriate intervention strategies.
Application of Knowledge	<ol style="list-style-type: none"> 6. Critically evaluate the degree to which they demonstrate the essential skills necessary to engage clients in a counselling relationship. 7. Discern, develop and apply strategies for dealing with resistance and other obstacles in order to facilitate the change process. 8. Discern, develop and apply a range of counselling skills and approaches that allow for the development of a therapeutic relationship that is appropriate and directed towards client determined change goals. 9. Demonstrate an ability to work with diverse groups of people and assess the impacts of the intervention strategies used.
Communication Skills	<ol style="list-style-type: none"> 10. Communicate clearly, concisely and correctly in written and spoken forms the purpose and nature of the work that is being conducted with the client.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 11. Critically reflect on the level of skill and experience required to address complex issues and self-monitor to identify the limits to their scope of practice.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 12. Demonstrate responsibility and accountability for their learning, actions and decisions by recognizing the need for on-going supervision and continuing education.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Skills Assessment and Personal Goal Setting	Reflection Paper and counselling lab participation	2, 6, 11, 12	4	35
Applying a counselling modality to a specific practice setting	Research paper	1, 4, 5, 8, 9, 10	11	35
All topics covered in course	Final exam	1-12	14	30
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	<p>Review of Course requirements and expectations for student success</p> <p>Defining the therapeutic relationship and process</p> <p>Importance of self-awareness and self-reflection</p> <p>Issues faced by beginning counsellors</p>	1,2,6,11,12	<p>Lecture and guided discussion</p> <p>Lab: Review and practice attending behaviours</p>	Corey, Chapter 1 and Chapter 2	
2	<p>Values and Ethics</p> <p>Confidentiality</p> <p>Dual relationships</p> <p>Informed consent</p> <p>Self-determination in the counselling relationship</p> <p>Ethical issues in the assessment process</p>	2,3,6,10	<p>Lecture</p> <p>Case scenarios and discussion</p> <p>Lab: Review and practice listening skills</p>	Corey, Chapter 3	
3	<p>Interviewing Skills:</p> <p>Use of Questions in Counselling</p>	2,6,10,11,12	<p>Lecture</p> <p>Lab: Role-plays, video review</p>	Shebib, Chapter 5	
4	<p>Interviewing Skills:</p> <p>Observing and Reflecting Feelings</p>	2,6,10,11,12	<p>Lecture</p> <p>Lab: Role-plays, video review</p>	Ivey, Chapter 7	<p>Skills Assessment and Personal Goal Setting</p> <p>Assignment due</p>
5	<p>Dealing with Challenges and Difficult situations</p>	2,6,7,8,9,10,11,12	<p>Lecture</p> <p>Case studies and class discussion</p> <p>Lab: Role-plays</p>	Shebib, Chapter 8	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
6	Introduction to Case Study: Stan Identification of counselling issues, assessment, goals, interventions, process and outcomes	1,4,5,8	Lecture: Guided discussion	Cory, Chapter 1	
7	Humanistic Theories Person-centered approach Empathic listening Use of self Techniques and application of theory to practice	1,4,5,6,8,9, 10,11	Lecture Lab: practice techniques	Corey, Chapter 7	
8	Behavioural Theories Therapeutic goals Operant conditioning Social learning Systematic desensitization EMDR Techniques and application of theory to practice	1,4,5,6,8,9, 10,11	Lecture Lab: practice techniques	Corey, Chapter 9	
9	Cognitive Behavioural Theories Rational Emotive Behaviour Therapy Aaron Beck's Cognitive Therapy Donald Meichenbaum's modification	1,4,5,6,8,9, 10,11	Lecture Lab: practice techniques	Cory, Chapter 10	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Techniques and application of theory to practice				
10	Feminist Theory Feminist theory precepts Impacts on assessment, goals, intervention strategies Techniques and application of theory to practice	1,4,5,6,8,9, 10,11	Lecture Case studies	Cory, Chapter 12	
11	Narrative and Solution-Focused Theory and Techniques Techniques and application of theory to practice	1,4,5,6,8,9, 10,11	Lecture Case studies Lab: Practice techniques	Cory, Chapter 13	Research Paper due
12	Systems Theory Differences between systemic and individual approaches Family Systems Theory Techniques and application of theory to practice	1,4,5,6,8,9, 10,11	Lecture Case studies and class discussion	Cory, Chapter 14	
13	Review. Critical analysis: Is a synthesis of theoretical orientations possible or desirable?		Guided discussion	Cory, Chapter 15	
14	Final Exam				Exam

6.0 Methods of Instruction

Lecture & Counselling Lab.

7.0 Required Texts and Other Major Course Materials

Corey, G. (2013). *Theory and Practice of Counseling & Psychotherapy*. Belmont CA:Thomson Learning Inc.

Chapters will be provided to students from the following texts:

Shebib, B. (2013). *Choices* (5th ed.). Toronto: Pearson-Prentice Hall (Chapter 5, Interviewing Skills:The search for meaning and Chapter 8, Difficult Situations).

Ivey, A., Ivey, M.B. & Zalaquett, C.P. (2014). *Intentional Interviewing & Counselling* (8th ed.). Belmont CA:Brooks/Cole. (Chapter 7, Reflecting Feelings: A Foundation of Client Experiences).

Recommended / Supplementary Sources (Optional)

Ridley, C.R., Moller d., & Kelly, S.M. (2011). Beyond Microskills:Toward a model of counselling competence. *Journal of Consulting Psychology*, 21, 95-103.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Common Year Platform

Year 1, Semester 2

Course Outline

Course Name: Group Dynamics

Course Number:

Pre-requisite(s):

Co-requisite(s):

Course Restrictions:

Course Equates:

Credit Value: 3

Hours of Instruction: 42

Delivery Format: Lecture

Qualifications Required to Teach Course: MA or PhD

1.0 Course Description

The overall purpose of the Group Dynamics course is to increase the knowledge of learners on how to improve working relations through more effective group communication. The course is designed to enable learners to have a better understanding of the challenges and issues facing groups working together. The course will focus on the development of skills that will assist effective group processes such as group development and maturity, creativity and idea generation in groups, conflict and trust.

2.0 Course Rationale

Groups and teams are an integral part of communities and work places. Having the ability to navigate the complexities of these relationships requires skills beyond basic interpersonal strengths. Individuals need to learn how to understand relationships between people and how to create environments that are conducive to collaboration. This course will provide learners with an opportunity to learn the skills necessary to work effectively with individuals within a variety of contexts.

3.0 Course Learning Outcomes

QOF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	1. Discuss the concepts, theories and principles of groups and teams.
Knowledge of Methodologies	2. Demonstrate and discuss of the skills required to effectively communicate within groups. 3. Discuss the diversity of groups and how groups meet individual needs.
Application of Knowledge	4. Demonstrate accountability and responsibility to group members in group project. 5. Demonstrate an ability to participate effectively in group discussions while respecting the differences between individual group members. 6. Create an environment that is conducive to positive collaboration through use of affirming language and behaviors. 7. Apply decision making and problem solving skills to group work situations.
Communication Skills	8. Use communication skills that show an understanding of the roles, and relationships of the members to each other. 9. Identify and analyze the communication patterns within groups over time. 10. Integrate technology to communicate with virtual groups.
Awareness of the Limits of Knowledge	11. Analyze the benefits and challenges of people working in groups.
Professional Capacity/ Autonomy	12. Identify various leadership styles and discuss the value for different styles in groups. 13. Critically reflect issues of power and control in groups and how this is influenced by culture and diversity.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Knowledge and skills acquired over first half of term	Mid Term Exam Multiple choice and short answer exam	1-11, 13	7	25
Analysis of class readings related to topics	Group Essays	1-13	3, 9, 13	30
Conflict, power and communication	Group Dynamics Case and reflection paper	1, 2, 4, 7, 8, 9, 12, 13	12	20
Comprehensive exam of all	Final exam	1-13	14	25

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
topics covered	Multiple choice, short answer, case study			
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Foundations of Groups What are groups and what are teams? What are the different types of groups that we interact with on a daily basis? How are they different, how are they challenging?	1, 3, 11	Lecture, class discussion	Beebe, Masterson Chapter 1 Stefan, D., Filip, D., & Piet Van den B. (2010)	
2	Small Group Communication Theory How are communication patterns within groups different? How does media and technology impact communication?	2, 8, 10	Lecture, class discussion, role play	Beebe, Masterson Chapter 2	
3	Group Formation Why Do People Join Groups? What needs are we meeting?	1, 3, 10, 11	Lecture, group work	Beebe, Masterson Chapter 3	Group Essay 10%
4	Collaboration Skills How do we	4-7	Lecture, case study, group work	Beebe, Masterson Chapter 4	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	discuss issues and develop the capacity for critical thinking in decision making.				
5	Relationships within groups. What roles do we play? How do we set norms? How does culture impact the relationships that we have?	8, 9, 12, 13	Lecture, role plays	Beebe, Masterson Chapter 5 Mitchell, R., Boyle, B., & Nicholas, S. (2011)	
6	Group Climate What can we do to create a positive group work environment that fosters cohesiveness? How do virtual groups develop climate?	5, 6, 10, 11, 12, 13	Lecture, group discussion	Beebe, Masterson Chapter 6 Wade, Christine, E. (2011)	
7	All course topics covered until mid-term	1-11, 13			Midterm exam
8	Enhancing Group and Team Communication Skills Use communication skills that enhance interactions between members. Using electronic media to foster communication.	2, 5, 8, 9, 10, 13	Lecture, role play, practice use of communication skills	Beebe, Masterson Chapter 7	
9	Conflict How do we manage conflict	3, 5, 10, 12, 13	Lecture, group discussion, case study	Beebe, Masterson Chapter 8	Group Essay

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	within groups and ensure a productive and collaborative group? Examining the role of culture in dealing with conflict.			Gelfand, M. , (2012)	
10	Leadership What type of leadership is required in a group? How can leaders bring out the strengths of a team?	1, 12, 13	Lecture, group discussion, case study	Beebe, Masterson Chapter 9 Emery, C. 2013	
11	Making Decisions Examine issues about group decision making processes, models for collaboration and consensus. Examine issues of task distribution as teams work together to resolve issues.	4, 5, 7, 12, 13	Lecture, group work, role play	Beebe, Masterson Chapter 10 van Ginkel, W., & van Knippenberg, D. (2012)	
12	Problem Solving Look at various problem solving techniques, advantages and challenges of each.	4, 5, 7, 12	Lecture, group discussion, case study	Beebe, Masterson Chapter 11	Group Dynamics Case Study
13	Enhancing Creativity in Groups and Teams Creativity and ideas , embracing and encouraging sharing and risk taking.	3, 4, 6	Lecture, group activity	Beebe, Masterson Chapter 12	Group Essay

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
14	All topics	1-13	Comprehensive exam of all course materials		Final exam

6.0 Methods of Instruction

Lecture, small group and class discussion, multimedia presentations, participatory activities (e.g. role play, skill development activities/exercises).

7.0 Required Texts and Other Major Course Materials

Beebe, S., & Masterson, J. (2012). *Communicating in Small Groups: Principles and Practices* (10th ed.). Pearson Education Inc.

Emery, C. (2013). Leadership as an emergent group process: A social network study of personality and leadership. *Group Processes Intergroup Relations*, 16:1, 28-45.

Gelfand, M. (2012). The cultural contagion of conflict. *Philosophical transactions of the Royal Society of London. Series B, Biological sciences*, 367:1589, 692 – 703.

Mitchell, R., Boyle, B. & Nicholas, S. (2011). Cross-cultural group performance. *Learning Organization*, 18:2, 94 – 101.

Stefan D., Filip D., & Piet Van den B. (2010). Grasping the dynamic complexity of team learning: An integrative model for effective team learning in organisations. *Educational Research Review*, 5:2, 111–133.

Wade, C. (2011). Are interpersonal relationships necessary for developing trust in online group projects? *Distance Education*, 32:3, 383-396.

van Ginkel, W. & van Knippenberg, D. (2012). Group leadership and shared task representations in decision making groups. *The Leadership Quarterly*, 23:1, 94–106.

Recommended / Supplementary Sources (Optional)

Hartnett, T. (2011). Building consensus in public meetings. *Municipal World*, 121:1

Sarker, S., Sarker, S., Chatterjee, S. & Valacich, J. S. (2010). Media effects on group collaboration: an empirical examination in an ethical decision-making context. *Decision Sciences*, 41, 887–931.

Stewart, G.L. (2012) Peer-based control in self-managing teams: Linking rational and normative influence with individual and group performance. *Journal of Applied Psychology*, 97:2, Special Section: Work Teams, 435-447.

Val, C. (2012). Leadership styles, pathways. *The Ontario Journal Of Outdoor Education*, 24:3, 28-31.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Common Year Platform

Year 1, Semester 2

Course Outline

Course Name:	Human Rights, Diversity and Social Inclusion
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	PhD degree in Sociology, Gender & Equity Studies, Post-colonial Studies or a related field

1.0 Course Description

This course will introduce students to the principles of human rights, diversity and social inclusion as well as the international and national laws and policies that have been developed to guide human interactions. Students will be provided with opportunities to explore their own personal locations while examining concepts related to colonization, power, privilege and oppression while simultaneously expanding their understanding of the theoretical and applied aspects of social justice, anti-racist and anti-oppression (including indigenous, feminist and critical race theories) that are central to effective engagement in dialogues of community and practices of community development.

2.0 Course Rationale

The course provides students with the foundational theories that will enable them to understand and analyze social issues from a historical, global, local and contemporary frame that fosters an integrative analyses of social issues.

3.0 Course Learning Outcomes

OQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Analyze the different historical and contemporary approaches to human rights, social inclusion and equity. 2. Examine, analyze and critique the social, institutional and contemporary structures that result in the marginalization of variously marked groups in Canadian society. 3. Discuss the varying forms of oppression and the intersections of those oppressions.
Knowledge of Methodologies	<ol style="list-style-type: none"> 4. Discuss the impact of oppression on people's everyday access to services and varying forms of social capital in Canada as well as the way in which those oppressions impact on peoples' everyday lived reality.
Application of Knowledge	<ol style="list-style-type: none"> 5. Apply diversity, social justice and anti-oppression theories in addressing diversity in the profession.
Communication Skills	<ol style="list-style-type: none"> 6. Communicate both in written and presentation formats the main aspects of human rights within a Canadian context while employing principles of adult education.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 7. Identify the advantages of effectively managing diversity and developing cultural competence.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 8. Demonstrate ongoing self assessment, capacity and awareness regarding human rights, social justice and inclusion. 9. Examine the ways in which their personal views about diversity, oppression and social justice can influence their professional practice in the field. 10. Critically reflect and identify important issues and questions based on the readings and discussions.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Critique their personal understanding, attitudes and beliefs regarding anti-oppression	Reflection Assignment	4, 8, 9, 10	4	15
Human Rights principles and theories	Research Assignment	1, 2, 3, 5, 6	11	25
Work collaboratively to research and apply social justice and anti-oppression practices	Group presentation assignment/project	6, 7	5-12	20

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Final cumulative exam	The final exam will include all of the material covered throughout the semester	1-10	14	40
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Introduction to theories of human rights, diversity and social inclusion	1, 2	Small group and dyad discussion to introduce students' current understanding of the issues	Sumner, (2011); In class handouts and websites on Human rights	
2	Theoretical foundations of social justice and anti-oppression	2, 3	Primarily lecture style. In class questions and small group discussion to identify application of the theory <i>Film: The daily battle with oppression</i>	Ife & Fisk (2006); Chapters 4, 5, 6 & 7	
3	Colonization, power and privilege	2, 10	Critiques and analysis of colonization and relations of power in a Canadian context. <i>Film: Powwow at Duck Lake</i>	Belanger, (2014), Chapter 5	
4	Personal power and privilege	9, 10	Personal social location analysis using a range of exercises. (Star	Friederes (2007); Chapter 1, 2, 3, 11 & 22	Reflection Assignment

			Power Game)		
5	International human rights policy approaches and legislation Canadian human rights policy and practice; multiculturalism policy	1, 2, 3, 4, 6	Small group analysis and discussion of the UN Declaration and its application in the real world context Analysis of multiculturalism policy and its links to social and community conditions	UN Declaration of Human Rights http://www.ohchr.org/en/udhr/pages/introduction.aspx ; Annual report on the operation of the Canadian Multiculturalism Act: http://www.cic.gc.ca/english/pdf/pub/multi-report2010.pdf Ontario Human Rights Commission: http://www.ohrc.on.ca/en/ontario-human-rights-code	Group presentation assignment/project
6	Intersectionality – race, class, gender, sex and sexual identity	4	Small group discussion of the various sites of difference and its presentation within a Canadian context. Discussion and application of intersectionality	Chapters 80, 84, 89, 93 & 94 Moffatt (2004)	Group presentation assignment/project
7	Aboriginal peoples in Canada	1, 2, 3	Analysis of historical treatment of First Nations' people. Film: <i>First Nations; the circle unbroken</i>	Blackstock (2011)	Group presentation assignment/project
8	Anti-oppressive approaches	5, 2	Examine the impact of practices of racialization and stereotypes and explore options	Curry (2011) Mulè (2006)	Group presentation assignment/project

			for change. Film: <i>A class divided</i>		
9	Racisms in Canada	5, 7, 9, 10	Statistics Canada of race based crime, race and variants of health. Film Clips: The Brown Canada Project The Japanese Internment camps in Canada	Henry & Tator (2010)	Group presentation assignment/ project
10	Gender as a human rights issue	4	Analysis of gender based reality in Canada and on a global scale. Examination of a host of gender equity projects	Chapters 61, 62, 64, 70 & 73	Group presentation assignment/ project
11	Class and SES	4, 2, 5	Film: A framework for understanding poverty	Chapters 28, 32, 34, 37 & 39	Group presentation assignment/ project Research Assignment
12	Religious oppressions	4, 5	The examination of historical an contemporary practices that promote religious intolerance	Chapters 48, 49, 50 & 59	Group presentation assignment/ project
13	Working for social change	7, 8	Identification of the role of allies in moving the discussion of equity as a human rights issue forward.	Chapters 128, 129, 135 & 137	
14	Final Cumulative Exam				Final Cumulative Exam

6.0 Methods of Instruction

Lectures, group discussions, small group projects, analysis of case studies and guest presentations.

7.0 Required Texts and Other Major Course Materials

Adams, M., Blumenfeld, W.J., Cantenada, C., Hackman, H.W., Peters, M.L. & Zuniga, X. (2010). *Readings for diversity and social justice*. New York: Routledge.

Annual report on the operation of the Canadian Multiculturalism Act:

<http://www.cic.gc.ca/english/pdf/pub/multi-report2010.pdf>

Belanger, Y.D., (2014). *Ways of knowing: an introduction to Native studies in Canada*. Toronto: Nelson.

Blackstock, C. (2011) The Canadian Human Rights Tribunal on First Nations Child Welfare: Why if Canada wins, equality and justice lose.

Curry, A. (2011). Persuasion: infusing advocacy practice with insights from anti-oppressive practice. *Journal of Social Work*, 12(4) 345–363.

Friedres, J (2007). Being white and being right: critiquing individual and collective privilege. In, P. Carr & D. Lund, (Eds.), *The great white north: Exploring whiteness, privilege and identity in education*. Rotterdam: Sense Publishers.

Henry, F., & Tator, C. (2010). *The colour of democracy: racism in Canadian society*. Toronto: Nelson.

Ife, J. & Fiske, L. (2007). Human rights and community work: complementary practices. *International Social Work*, 49(3), 297-308.

Justice Laws Website – Canadian Multiculturalism act: <http://laws-lois.justice.gc.ca/eng/acts/C-18.7/>

Moffatt, K. (2004). Beyond male denial and female shame: Learning about gender in a sociocultural concepts of class. *Smith College Studies in Social Work. Special issue on Teaching*, 74(2), 243-256.

Mulé, N.J. (2006). Equality's limitations, liberation's challenges: Considerations for queer movement strategizing. *Canadian Online Journal of Queer Studies in Education*.

Ontario Human Rights Commission: <http://www.ohrc.on.ca/en/ontario-human-rights-code>

UN Declaration of Human Rights: <http://www.ohchr.org/en/udhr/pages/introduction.aspx>

Recommended / Supplementary Sources (Optional)

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Bachelor of Applied Arts (Criminal Justice)

Year 2 and Semester 3

Course Outline

Course Name:	Issues in Community & Institutional Corrections: Historical to Present
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	HIST 102 History of Correctional Institution & CRIM 152 Community Corrections
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	PhD

8.0 Course Description

This course examines the role of prisons and community corrections within the Canadian Criminal Justice system. It explores the historical and current controversies related to prisons and the evolution of community corrections since inception.

After describing the essential features of the corrections system; institutional and community, the course moves into a series of debates about the purposes of modern prisons and the role community corrections plays within the whole correctional process. The course looks at what prisons are meant to do? What do they actually do? What should they be doing instead? The course also compares it to the various components within the continuum of community corrections; critically analyzing areas such as probation, pre-trial release, conditional release and other forms of community supervision. The cost, benefits and challenges of prisons vs. community corrections is explored.

Students will have an opportunity to find their own answers to these questions, and to develop strategies and plans consistent with their views.

9.0 Course Rationale

Prisons are central to corrections in Canada (and around the world). Community corrections is a significant branch of the correctional system within and outside of Canada. Individuals pursuing the corrections or criminal justice fields need to understand how they have achieved their status, and the purpose and role both prisons and community corrections plays within the whole criminal justice system.

10.0 Course Learning Outcomes

OQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Describe historically how the Canadian correctional system developed and evolved over time – both institutional and community. 2. Identify how the various correctional components fit within the whole criminal justice process and the important role each plays within the system.
Knowledge of Methodologies	<ol style="list-style-type: none"> 3. Evaluate the evolution of key methods of risk assessments and their application within the criminal justice system.
Application of Knowledge	<ol style="list-style-type: none"> 4. Apply the principles of risk assessments against offenders. 5. Demonstrate a knowledge of how risk assessments are used to identify risk level and effectively reduce and manage risk within the community.
Communication Skills	<ol style="list-style-type: none"> 6. Present Criminal Justice concepts while analyzing the Canadian prison system and community correctional system and the ways in which they manage offenders within institutions and while on conditional release.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 7. Discuss the complex challenges associated with effectively managing the various sectors of the criminal justice system and the roles various external agencies and political parties play in shaping corrections. 8. Analyze the multitude of variables which could impact the direction of corrections and influence how crime information is disseminated and interpreted.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 9. Demonstrate professionalism when interacting with members of the community and Canadian Criminal Justice system. 10. Demonstrate the ability to work independently and in a group format effectively and professionally collaborating and negotiating with others to achieve a desired goal.

11.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Material covered to week 6.	Pre-Sentence Report- -Written Assignment	2-6	6	30
Group Presentation on an institutional agency (prison, jail, etc) or community correctional agency (halfway house, probation/parole office, etc)	Corrections Site Visit – Community or Institution Poster Presentation	1-10	9	20
Material covered in weeks 1-3, 4-7, 8 -12	3 Case Based Tests/Quizzes Multiple Choice Each quiz worth 5%	1-8	4, 8, 13	15
Small groups. Presenting their findings to the class	5 In-Class Assignments. Worth 2% each	1-10	3, 8, 10, 11,12	10
All course material	Final Exam: Multiple Choice and short answer/essay type questions	1-10	14	25
Total				100

12.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Introductions & Course Overview: Basic Criminology Theory & relevance to Corrections	1, 2	Lecture & Class discussion		
2	Historical Overview: Punishment before Prisons & the Emergence of Community	1, 2,	Lecture	Corrections in Canada: An Interactive Timeline http://www.CSC-scc.qc.ca/hist/	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Corrections. Past to Present Day.			1900/index-eng.shtml Crime & Punishment in York Town (Toronto) 1790 - 1834 http://www.russianbooks.org/crime/cph2.htm History of Parole in Canada. http://www.pbc-clcc.gc.ca/about/history-eng.shtml	
3	Offender Assessment & Classification Principles of Effective Assessment and Risk Management. Predicting Recidivism	3 - 6	Small Group activity and discussions	Bonta, J. (2002), Offender Risk Assessment Guidelines for Selection and Use. Criminal Justice and Behavior, vol. 29 no. 4, 355-379 Offender Risk Assessment http://www.johnhoward.ab.ca/pub/C21.htm	Mr. Green worksheet to be completed prior to class. Answers discussed in small discussion groups and during the class lecture. To be handed in after class. Worth 2%
4	Treatment & Rehabilitation in Prisons and in	3 -5	Guest Speaker; Correctional Service of	Correctional Program Descriptions	Quiz # 1

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	<p>the Community.</p> <p>Does Treatment work?</p>		Canada Correctional Program Officer	<p>http://www.csc-scc.gc.ca/text/prgrm/cor-pro-2009-eng.shtml</p> <p>Andrews, D.A., & Bonta, J. (2010). <i>Rehabilitating criminal justice policy and practice. Psychology, Public Policy and Law</i> 16 (1), 39-55. Available at: http://web.ebscohost.com/rap.qls.ca/ehost/pdfviewer/pdfviewer?sid=b3467e9b-f76b-48e1-96a5-346ba4f41c6c%40sessionmgr111&vid=2&hid=107</p>	Worth 5%
5	<p>Community Supervision, Probation & Review of Pre-Sentence Report Template</p>	2-5, 7	Lecture	<p>Trends in Community Corrections, the Case for Probation http://dspace.cugilibrary.org/jspui/bitstream/123456789/25466/26/Chapter%205-C.pdf?1</p>	
6	Community Supervision	2-5, 7	Lecture	Readings to be uploaded to	Pre-Sentence Report Due at

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Parole			Blackboard: <i>Community Corrections in Toronto</i>	midnight (electronically) Worth 30%
7	Prison Culture: Inmates, Correctional Officers and Incarceration	1-5, 7	Lecture	Crime & Punishment http://www.nationalmagazine.ca/Articles/July-August-2012-Issue/Crime-Punishment.aspx Riley, John, (2002). The Pains of Imprisonment : Exploring a classic Text with Contemporary authors. <i>Journal of Criminal Justice Education, Vol. 13 Issue 2, p443-462.</i>	
8	Community Culture: Community Residential Facilities & Role of non-Profit Community Partner Agencies	1-7	Lecture Group in-class assignment Group Discussion	Review St. Leonard's Crossroads website: http://www.stleonardstoronto.com/index.html	Quiz #2 – Worth 5% Reporting Centre Case Study—small group discussion and assignment sheet to be handed in after class. Worth 2%
9	Poster Presentation	1-10	Group Presentations	None required	Poster Presentation – Worth 20%
10	Special Populations (Sex offenders, Mental	3-5, 7	Video	Readings to be uploaded to Blackboard	One paragraph analysis regarding video to

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Health, Aboriginal & women offenders,)				be handed in after class. Worth 2%
11	Controversial Current Events in Corrections	1-8	Newspaper/on-line Article class discussion	Students to bring an article about a current event about corrections in Canada	In Class Discussion & one paragraph analysis about article to be handed in after class. Worth 2%
12	Effectiveness of Corrections and Future Directions (Politics, Technology, Super-Max Prisons)	1-10	Group Presentations	Readings to be uploaded to Blackboard	Group "Presentations" Worth 2%
13	Course Review/Exam Study Guide	1-8	Class Discussion	All course material	Quiz #3 Worth 5%
14	Final Exam	1-8			Multiple Choice and Short answer/essay type questions Worth 25%

6.0 Methods of Instruction

Lecture, discussions, group presentations, small group exercises, guest speakers, videos, and case-study research.

7.0 Required Texts and Other Major Course Materials

There is **NO textbook** for this course.

Required: Novel:

Scheff, N. (200), *Tweak, Growing up on Methamphetamines*, Atheneum Books

Required Online Readings:

Parole Board of Canada, (2009, May12). *History of Parole in Canada*. Retrieved from <http://www.pbc-clcc.gc.ca/about/hist-eng.shtml>

Correctional Service of Canada. (2010, February 5). *Corrections in Canada: An Interactive Timeline*, Retrieved from <http://www.csc-scc.gc.ca/hist/1900/index-eng.shtml>

Vronsky, P. *Crime & Punishment in York Town (Toronto) 1790 – 1834*. Retrieved from <http://www.russianbooks.org/crime/cph2.htm>

Bonta, J. (2002), Offender Risk Assessment Guidelines for Selection and Use. *Criminal Justice and Behavior*, 29(4), 355-379. Retrieved from <http://cjb.sagepub.com.rap.ocls.ca/content/29/4/355>

John Howard Society of Alberta. (2000) *Offender Risk Assessment*. Retrieved from <http://www.johnhoward.ab.ca/pub/C21.htm>

Correctional Service of Canada. (2011, November 2). *Correctional Program Descriptions*. Retrieved from <http://www.csc-scc.gc.ca/text/prgrm/cor-pro-2009-eng.shtml>

Andrews, D.A., & Bonta, J. (2010). Rehabilitating criminal justice policy and practice. *Psychology, Public Policy and Law* 16 (1), 39-55. Available at: <http://web.ebscohost.com.rap.ocls.ca/ehost/pdfviewer/pdfviewer?sid=b3467e9b-f76b-48e1-96a5-346ba4f41c6c%40sessionmgr111&vid=2&hid=107>

Evans, D. G. (2006). *Trends in Community Corrections, the Case for Case for Probation*. Retrieved from <http://dspace.cigilibrary.org/jspui/bitstream/123456789/25466/26/Chapter%205-C.pdf?1>

Singer, L. (2012, July-August). *Crime & Punishment*. Retrieved from <http://www.nationalmagazine.ca/Articles/July-August-2012-Issue/Crime-Punishment.aspx>

Riley, John, (2002). The Pains of Imprisonment: Exploring a classic Text with Contemporary authors. *Journal of Criminal Justice Education*, 13 (2), p443-462. Retrieved from <http://web.b.ebscohost.com.rap.ocls.ca/ehost/detail?sid=91c8a8df-03c1-4f10-9bba-e88e0d7a15f9%40sessionmgr115&vid=1&hid=128&bdata=JkF1dGhUeXBIPWlwLHVybCZzaXRIPWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#db=i3h&AN=8529048>

St. Leonard's Society of Toronto. (2010). Retrieved from:
<http://www.stleonardstoronto.com/index.html>

Recommended / Supplementary Sources (Optional)

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Bachelor of Applied Arts (Criminal Justice)

Year 3 and Semester 5

Course Outline

Course Name:	Issues In Canadian Law
Course Number:	
Pre-requisite(s):	CRIM 101 Introduction to the Canadian Justice System LAW 153 Criminal Law & Procedure
Co-requisite(s):	
Course Restrictions:	
Course Equates:	LAW 354 Canadian Courts Evolving Through the Charter & LAW 402 Foundation of Law
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D or MA in relevant field of study - Criminology, Sociology, Criminal Justice or Law

1.0 Course Description

This course will require students to examine the role that the Charter of Rights and Freedoms and the Canadian legal system play in shaping the evolution and character of Canadian society. Through the examination of post 1982 judicial decisions, students will be asked to critically analyze the role of the judicial review within the context of Canadian democratic legitimacy and examine the impact of the Charter, Courts and Public Opinion on Canadian criminal Law.

2.0 Course Rationale

This course allows students to explore the complex interaction between the courts and the public. By using real legal cases students will be provided the opportunity to use skills and knowledge previously learned to develop their understanding of the justice system and courts in Canada. This course provides a foundation for the continued development of the student's knowledge of the Charter of Rights and Freedoms and a

greater understanding of jurisprudence, the functions of the courts and the complexities and implications of the decisions.

3.0 Course Learning Outcomes

QOF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Critically evaluate the direction that the Charter of Rights and Freedoms has had on Canadian law since 1982. 2. Compare and contrast the remedy measures of the Charter with respect to their ability to prevent Charter violations. 3. Rationalize and interpret judicial review within a democratic society 4. Interpret the role of Jurisprudence on the creation of law and policy.
Knowledge of Methodologies	<ol style="list-style-type: none"> 5. Critically assess current thinking on jurisprudence and the impact on Charter issues. 6. Discuss the role of mainstream society in shaping societal norms and values.
Application of Knowledge	<ol style="list-style-type: none"> 7. Contextualize the public's perception of the Charter of Rights and Freedoms on improving the quality of life.
Communication Skills	<ol style="list-style-type: none"> 8. Effectively argue and support a position through participation in moot court proceedings and the submission of written work.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 9. Engage in a course long process of critical self-evaluation of the students changing and developing knowledge of the Canadian legal system and the Charter.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 10. Professionally collaborate in a team setting to achieve high academic standards while resolving theoretical and legal disputes. 11. Maintain a professional academic approach to all course work including time management, critical thinking and self-reflection.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Jurisprudence, Charter of Rights and the Supreme Court	Mid Term Exam	1-6	Week 6	25%
Case Law	Debate – Group Assignment	1-10	Week 7, 8 and 9	15%
Case Law – address one aspect of the case law debated and it's impact one of the following: Jurisprudence and the Charter, Public Opinion, Case Law or Legal Implications.	Short Essay (700-1000 words)	1-8	Due 4 days after assigned debate	10%

Case Law	Debate – Group Assignment	1-11	Weeks 10, 11 and 12	15%
Case Law – address one aspect of the case law debated and it's impact one of the following: Jurisprudence and the Charter, Public Opinion, Case Law or Legal Implications.	Short Essay (700-1000 words)	1-8	Due 4 days after debate	10%
Application of principles relating to Case Law studied and the Charter of Rights and Freedoms	Final Exam	1-6	Week 13	25%
Total				100%

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
1	<p>Jurisprudence – Introduction to the Supreme Court of Canada including it's Mission Statement, Strategic Objectives and the Concept of Judicial Review</p> <p>The Legitimacy of Judicial Review and Charter Interpretation – Expanding powers for the Supreme Court</p>	1-6	Lecture	<p>Review the complete Supreme Court of Canada Web Site at http://www.scc-csc.gc.ca/Welcome/index_e.asp</p> <p>Pavlich Chapter 1 – Classical Natural Law Chapter 2 – Natural Law Theory: Morality and Law Chapter 3 –</p>	

				Positing Law Chapter 4 – Realizing Sociological Jurisprudence	
2	Society Sui Generis	4,5,6	Lecture	Pavlich Chapter 5 – Durkheim Socializes the Law Chapter 6 – Law Ideology, and Revolutionary Social Change Chapter 7 – Max Weber, Modern Disenchant- ment, and the Rationalization of the Law Chapter 8 – Critical Confrontations : Law, Race, Gender, and Class	
3	Charter of Rights and Freedoms	1-4	Lecture	Sharpe and Roach Chapter 1 – Historical Context Chapter 2 – The Legitimacy of Judicial Review Chapter 3 – Interpretation of the Charter and Rights and Freedoms	
4	Judicial Review - Charter limitations of Section 1 and 33	2,3,4,8	Lecture	Sharpe and Roach Chapter 4 – Limitation of	

				Charter Rights Chapter 5 – The Legislative Override	
5	The Role of Society and the Law	3,4,6	Lecture	Pavlich Chapter 9 – Michel Foucault: The Power of Law and Society Chapter 11 – Just Events: Law and Society	
6		1-7			Mid Term Exam
7	Debates – ‘The Body’ R v. Morgentaler, 1998 (Abortion) R v. Latimer, 2001 (Assisted Suicide) Sue Rodriguez v. The Attorney General of Canada and the Attorney General of British Columbia, 1993 (“Physician Assisted” Suicide)	1-11	Group Debate of assigned case law.	Weekly reading is case law assigned to debate group	Debate and Group Assignment - Group 1, 2 and 3 group
8	Debates ‘Speech’ Harper v. Canada, 2000 (Spending Limits in Political Campaigns) R v. Sharpe, 2001 (Child Pornography) R v. Keegstra, 1990 (Freedom of	1-11	Group Debate of assigned case law	Weekly reading is case law assigned to debate group	Debate and Group Assignment - Group 4, 5 and 6 group

	Expression – Hate Propaganda)				
9	<p>Debates – ‘Terrorism’</p> <p>R v. Khawaja, 2012 (Criminalizing Terrorism)</p> <p>R v. Al Yamani, 1995 (Association with Terrorist Groups/Deportation)</p> <p>Canada (Prime Minister) v. Khadar, 2010 (Detained as a Minor and Charged with War Crimes)</p>	1-11	Group Debate of assigned case law	Weekly reading is case law assigned to debate group	Debate and Group Assignment - Group 7, 8 and 9
10	<p>Debates – ‘Religion’</p> <p>R v. Big M Drug Mart Ltd., 1985 (Struck down The Lord’s Day Act)</p> <p>R v. Children’s Aid Society of Metropolitan Toronto, 1995 (Blood Transfusion)</p> <p>R v. NS, 2012 (Wearing a Veil in Court)</p>	1-11	Group Debate of assigned case law	Weekly reading is case law assigned to debate group	<p>Debate and Group Assignment - Group 1, 2 and 3 group</p> <p>Short Essay Due on 4 days after debate</p>
11	<p>Debates – Search and Seizure</p> <p>R v. Feeny, 1997 (Unlawful Entry and Seizure)</p> <p>R v. Golden, 2001</p>	1-11	Group Debate of assigned case law	Weekly reading is case law assigned to debate group	<p>Debate and Group Assignment - Group 4, 5 and 6 group</p> <p>Short Essay Due on 4 days after</p>

	(Search of Persons Incident to Arrest) R v. Stillman, 1997 (Seizure of Bodily Fluids)				debate
12	Public Opinion and Culture R v. Daviault, 1994 (Intoxication as a Defense) R v. Aziga, 2008 (HIV Positive, Infected 2 Women Who Died) R v. Shafia, 2012 (Murder and Dishonor)	1-11	Group Debate of assigned case law	Weekly reading is case law assigned to debate group	Debate and Group Assignment - Group 7, 8 and 9 Short Essay Due on 4 days after debate
13	Guest lecturer	6			
14		1-7			Final Exam

6.0 Methods of Instruction

Lecture; discussion; simulations; presentations; small group exercises; and case-study research.

7.0 Required Texts and Other Major Course Materials

Pavlich. (2011) *Law and Society Redefined*, Oxford University Press

Sharpe. (2009) *The Charter of Rights and Freedoms* (4th Edition) Irwine Law

Case Law

R. v. Morgentaler, 1988 CanLII 90 (SCC), [1988] 1 SCR 30, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1988/1988canlii90/1988canlii90.html>

Rodriguez v. British Columbia (Attorney General), 1993 CanLII 75 (SCC), [1993] 3 SCR 519, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1993/1993canlii75/1993canlii75.html>

Harper v. Canada (Attorney General), 2000 SCC 57 (CanLII), [2000] 2 SCR 764, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/2000/2000scc57/2000scc57.html>

R. v. Sharpe, 2001 SCC 2, [2001] 1 SCR 45, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/2001/2001scc2/2001scc2.html>

R. v. Keegstra, [1990] 3 SCR 697, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1990/1990canlii24/1990canlii24.html>

R. v. Big M Drug Mart Ltd., [1985] 1 SCR 295, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1985/1985canlii69/1985canlii69.html>

B. (R.) v. Children's Aid Society of Metropolitan Toronto, [1995] 1 SCR 315, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1995/1995canlii115/1995canlii115.html>

R. v. N.S., 2012 SCC 72, [2012] 3 SCR 726, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/2012/2012scc72/2012scc72.html>

R. v. Feenie, 1997 CanLII 342 (SCC), [1997] 2 S.C.R. 13, retrieved from CanLII.

[https://www.canlii.org/en/index.html#search/all=R.%20v.%20Feenie%2C%201997%20CanLII%20342%20\(SCC\)%2C%20%5B1997%5D%20%20S.C.R.%2013%20](https://www.canlii.org/en/index.html#search/all=R.%20v.%20Feenie%2C%201997%20CanLII%20342%20(SCC)%2C%20%5B1997%5D%20%20S.C.R.%2013%20)

R. v. Golden, 2001 SCC 83, [2001] 3 SCR 679

<https://www.canlii.org/en/ca/scc/doc/2001/2001scc83/2001scc83.html>

R. v. Stillman, [1997] 1 SCR 607, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1997/1997canlii384/1997canlii384.html>

R. v. Daviault, [1994] 3 SCR 63, retrieved from CanLII.

<https://www.canlii.org/en/ca/scc/doc/1994/1994canlii61/1994canlii61.html>

R. v. Aziga, 2008 CanLII 53125 (ON SC), retrieved from CanLII.

<https://www.canlii.org/en/on/onsc/doc/2008/2008canlii53125/2008canlii53125.html>

Her Majesty the Queen v. Shafia, 2012 ONSC 1538, retrieved from CanLII.

<https://www.canlii.org/en/on/onsc/doc/2012/2012onsc1538/2012onsc1538.html>

Recommended / Supplementary Sources (Optional)

Sandel, M. (2010) *Justice, What is the right thing to do?* Penguin

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber "A" Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Bachelor of Applied Arts (Criminal Justice)

Year 3 and Semester 6

Course Outline

Course Name:	Forensic Psychology
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	CRIM 151 Introduction to Criminology
Course Restrictions:	
Course Equates:	PSYC 301 Psychology of Criminal Conduct & CRIM 403 Clinical Criminology
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D. or MA in a relevant field of study – psychology, social work, criminology, criminal justice

13.0 Course Description

Many believe that the psychology of crime deals mainly with the factors that contribute to criminal behaviour yet forensic psychology is much richer than this. This course is intended to highlight the many specialized disciplines that contribute to the study and understanding of forensic psychology. Students are exposed to a wide variety of issues associated with the intersection between clinical and behavioural presentations and criminal behaviour, including fitness to stand trial; criminal responsibility; classification, assessment, and treatment of mentally disordered and suicide offenders; punishment and rehabilitation; police practices, legal decision making, prediction of danger and risk assessment; criminal profiling; and special needs populations. Through a combination of interactive lectures, in-class activities, and multi-media, students have an opportunity to review and critique relevant literature and controversial topics in the management of offenders. Case study examples are used to illustrate various scenarios in theory and practice.

14.0 Course Rationale

Given the ubiquitous nature of psychology in several different areas of the criminal justice system it is important for CJ students to understand the complex factors which influence criminal activity, incarceration, legal decision making, police investigations, and management of offenders which professionals working within the justice field are required to do on a daily basis. Students will build upon skills and knowledge generated from previous courses in developing an enhanced and advanced understanding of forensic psychology and how this knowledge informs and guides how an offender is managed within the Criminal Justice System in Canada but also how they arrive there in the first place.

15.0 Course Learning Outcomes

OQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none">1. Compare and contrast a variety of clinical presentations found in offender populations and generate profiles associated with involvement in criminal behaviour.2. Critically examine the important risk factors for recidivism, various mental health conditions, suicide, sexual offending and intimate partner violence.3. Analyze the complexity of criminal behaviour and the need for a multi-disciplinary approach to understanding its manifestations.4. Appraise the controversies associated with criminal behaviour, risk assessment, police investigations and selection, legal decision-making, risk assessment, management of mentally ill offenders/suicidal behaviour, and intimate partner violence.
Knowledge of Methodologies	<ol style="list-style-type: none">5. Analyze the psychological findings related to legal decisions, jury dynamics, police investigations/selection, and the management of offenders.6. Review the methodologies most commonly used in psychological research/assessment as it applies to the criminal justice system.
Application of Knowledge	<ol style="list-style-type: none">7. Assess the need for evidence-based practice in managing criminal behaviour; particularly, in regard to risk in community settings.8. Propose feasible research ideas and methodologies pertinent to the field of forensic psychology.
Communication Skills	<ol style="list-style-type: none">9. Argue an evidence-based position pertaining to forensic psychology using empirical evidence.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none">10. Judge the gaps in research, assessment and treatment in forensic psychology that, if addressed, would aid the criminal justice system.
Professional Capacity/ Autonomy	<ol style="list-style-type: none">11. Collaborate with colleagues in completing in-class assignments which help develop an understanding of the application of forensic psychology in the criminal justice field.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed ³	Due in Week #	%
Weekly quizzes (best 7 out of 8)	Quizzes will be posted on blackboard and completed at home before class.	1-7	Multiple due dates.	35% Total (5% each)
Individual thesis paper on topic of choice pertaining to forensic psychology (30%) or Individual thesis Paper (20%) & Partnership Topic Presentation in class (10%).	<p>Essay where students must develop a thesis and use empirical evidence to support this thesis (20%).</p> <p>Short two person presentation with visual aids which illustrates and discusses a topic related to forensic psychology (10%).</p>	6-10	7	30%
Final Exam	Exam	1-6	Week 14	25%
In-class activities	<p>Participation in class activities.</p> <p>Activities include creating a viable research project, taking part in debates, trying to malingering on a psychology measure, identifying whether cases are NCR or Fitness to stand trial cases, completing a differential diagnosis, identify cognitive distortions, etc (all activities listed below).</p>	1, 6, 7, 11		10% (10 activities worth 1% each.)
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	<ul style="list-style-type: none"> Orientation to the course. Introduction to forensic psychology. 	1, 2, 4, 11	<ul style="list-style-type: none"> Discussion of criminogenic factors. Group activity: Perception of a “typical” inmate. 	--	In-class activity: Perception of a “typical” inmate.
2	<ul style="list-style-type: none"> Methodologies used in forensic psychology. How to write a thesis paper in psychology. 	3, 6, 8, 11	<ul style="list-style-type: none"> Discussion of methodologies used in Forensic psychology. Group activity: create a forensic experiment. Interactive lecture on writing in psychology. 	Chapter 1.	Quiz 1 due online night before class. In-class activity: create a forensic experiment.
3	<ul style="list-style-type: none"> Deception. Malingering. Assessment tools to detect malingering. 	4, 5, 7, 9, 10, 11	<ul style="list-style-type: none"> Interactive lecture on deception in psychology. In-class activity: You be the malingerer! Partnered activity: Can you spot the lie? Videos on catching lies. 	Chapter 4.	Quiz 2 due online night before class. In-class activity: You be the malingerer!
4	<ul style="list-style-type: none"> Eyewitness testimony. Psychology of memory. 	5, 9, 10, 11	<ul style="list-style-type: none"> Lecture on study of memory in psychology. Debate: Repressed memories. 	Chapter 5	Quiz 3 due online night before class. In-class activities: Describe the culprit

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
			<ul style="list-style-type: none"> In-class activities: Describe the culprit and can you remember the details? Video on eyewitness testimony (15 minutes). 		What can you remember?
5	<ul style="list-style-type: none"> Juries. The study of personality in psychology. 	5, 9, 10, 11	<ul style="list-style-type: none"> Lecture on Juries and personality psychology. In-class activity: Mock trial. Discussion of decision making process. In-class activity: completion of personality profile. 	Chapter 7	In-class activity: Mock trial.
6	<ul style="list-style-type: none"> Mental illness in courts NCR. Fitness to stand trial. 	1, 2, 3, 4, 10, 11	<ul style="list-style-type: none"> Lecture on mental illness in courts. Discussion of NCR cases. Group activity: NCR or Fitness to stand trial? Debate: NCR. 	Chapter 8	<p>Quiz 4 (on chapter 8) due the night before class.</p> <p>In-class activity: NCR or Fitness to stand trial?</p>
7	<ul style="list-style-type: none"> Mental health in prison. 	1, 2, 3, 4, 10, 11	<ul style="list-style-type: none"> Lecture on common mental illnesses in incarcerated populations. Group activity: 	Chaimowitz, G. (2011). The criminalization of people with mental illness. <i>The Canadian</i>	<p>Thesis paper due at midnight.</p> <p>In-class activity: Differential diagnosis activity.</p>

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
			Differential diagnosis activity. <ul style="list-style-type: none"> Mental illness game. Film segment: Mental illness in prisons (about 30 minutes). 	<i>Journal of Psychiatry, (57),2, insert 1-6.</i>	
8	<ul style="list-style-type: none"> Personality disorders. Psychopathy 	1, 2, 3, 4, 10, 11	<ul style="list-style-type: none"> Lecture on personality disorders and psychopathy. Group activities: Mental disorder or personality disorder? Examination of the PCL-R. Are you a psychopath? 	Chapter 11	Quiz 5 to be completed the night before class. In-class activity: Mental disorder or personality disorder?
9	<ul style="list-style-type: none"> The psychology of suicide. Suicide in incarcerated populations. The management of suicidal inmates in prisons. Risk factors for suicide. 	1, 2, 3, 4, 10, 11	<ul style="list-style-type: none"> Lecture on suicide. Interactive discussion of suicide risk factors. In-class activity: assessment of suicidal inmate. Group activity: Inmate management activity. 	Van Orden, K. A., Witte, T.K., Cukrowicz, K. C., Braithwaite, S.R., Selby, E. A., Joiner, T.E. (2010). The interpersonal theory of suicide. <i>Psychological Review, 117</i> (2), 575-600. Suto, I., & Arnaut, G.L.Y. (2010).	In-class activity: assessment of suicidal inmate.

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
				<p>Suicide in Prison: A Qualitative Study. <i>The Prison Journal</i>, 90(3), 288-312.</p> <p>Suicide section of the Annual Report of the Office of the Correctional Investigator 2012-13.</p>	
10	<ul style="list-style-type: none"> Sexual Offenders. Pedophiles vs. child molesters. Assessment Treatment 	1, 2, 3, 4, 5, 7, 10	<ul style="list-style-type: none"> Lecture on sexual offenders. Debate: sexual offender treatment and pedophilia. Group activity: Create a sexual offender study. In-class activity: cognitive distortions. 	Chapter 14	<p>Quiz 6 due online night before class.</p> <p>In-class activity: cognitive distortions.</p>
11	<ul style="list-style-type: none"> Intimate partner violence. Myths vs. realities. Theories of violence. 	2, 4, 11	<ul style="list-style-type: none"> Lecture on intimate partner violence. Film segments: The Shining (about 20 minutes). Discussion of the Shining and patriarchy. Group activity: 	Chapter 13.	<p>Quiz 7 due online the night before class.</p> <p>In-class activity: Create an anti-intimate violence ad campaign.</p>

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
			Create an anti-intimate violence ad campaign.		
12	<ul style="list-style-type: none"> • Risk Assessments • What are they? • When are they conducted? • Risk predicting variables. • Errors and biases. 	1, 2, 3, 4, 11	<ul style="list-style-type: none"> • Lecture on risk assessments. • Reflection and discussion of personal biases. • In-class activity: Risk predicting game. • Debate: Who should conduct risk assessments? Actuarial vs. clinical judgement. 	Chapter 10.	<p>Quiz 8 due online before class.</p> <p>In-class activity: Risk predicting.</p>
13	<ul style="list-style-type: none"> • Police Psychology • Police selection. • Excessive use of force. • Blue wall of silence. • Work-life balance. • Review of semester 	4, 5, 6, 11	<ul style="list-style-type: none"> • Lecture on police psychology. • Game: connect the social psychology concept to policing. • Partnered activity: The police job interview. • Group activity: review of semester. 	Chapter 2	In-class activity: The police job interview.
14	Exam Period				Final exam

6.0 Methods of Instruction

Role-plays, practical application exercises, group discussions, case studies, film, guest presenters, and lectures.

7.0 Required Texts and Other Major Course Materials

Pozzulo, J., Bennell, C., & Forth, A. (2014). *Forensic psychology*. Toronto, ON: Pearson.

Chaimowitz, G. (2011). The criminalization of people with mental illness. *The Canadian Journal of Psychiatry, (57)*,2, insert 1-6.

Van Orden, K. A., Witte, T.K., Cukrowicz, K. C., Braithwaite, S.R., Selby, E. A., Joiner, T.E. (2010). The interpersonal theory of suicide. *Psychological Review, 117*(2), 575-600.

Suto, I., & Arnaut, G.L.Y. (2010). Suicide in Prison: A Qualitative Study. *The Prison Journal, 90*(3), 288-312.

Suicide section of the Annual Report of the Office of the Correctional Investigator 2012-13.

Recommended / Supplementary Sources (Optional)

Annual Report of the office of the correctional investigator 2012-2013.

Bonta, J. & Andrews, D.A. (2007). Risk need-responsivity model for offender assessment and rehabilitation.

https://cpoc.memberclicks.net/assets/Realignment/risk_need_2007-06_e.pdf

Clark, J., Boccaccini, M. T., Caillouet, B., & Chaplin, W. F.(2007). Five Factor Model Personality Traits, Jury Selection, and Case Outcomes in Criminal and Civil Cases. *Criminal Justice and Behaviour, 34*(5), 641-660.

Gutierrez, L., Wilson, H.A., Rugge, T., Bonta, J. (2013). The Prediction of Recidivism with Aboriginal Offenders: A Theoretically Informed Meta-Analysis. *Canadian Journal of Criminology and Criminal Justice, 55*(1).

Hare, R.D., Clark, D., Grant, M., & Thornton, D. (2000). Psychopathy and the predictive validity of the PCL-R: An international perspective. *Behavioral Sciences and the Law, 18*, 623-645.

Loftus, E.F. (2005). Planting misinformation in the human mind: a 30-year investigation of the malleability of memory. *Learning and Memory, 12*(4), 361-366.

Nurse, J., Woodcock, P., Ormsby, J. (2003). Influence of environmental factors on mental health within prisons: focus group study. *BMJ, 327*, 1-5.

Rogers, R. (2007). An Evaluation of Malingering Screens with Competency to Stand Trial Patients: A Known-Groups Comparison. *Law and Human Behaviour*, 31(3), 249-260.

Ward, T. (2000). Sexual offenders' cognitive distortions as implicit theories. *Aggression and Violent Behaviour*, 5(5), 491-507.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.



HUMBER

Institute of Technology & Advanced Learning

BAA -

Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 453

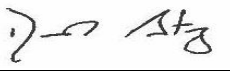
COURSE TITLE: Advanced Social Policy

CREDIT VALUE: 3

PREREQUISITE: 30 Credits from Years 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:



Derek Stockley,
Associate Dean

August 2013

Date

I. COURSE DESCRIPTION

Students analyze major theories of the policy-making process, and major methods of policy analysis, and apply them to the study of contemporary issues. Analyzing social and penal policy requires an interdisciplinary approach that draws from a number of disciplines, including

sociology, criminology, social work, political economy and public administration. The course considers how social and criminal justice problems are conceptualized and come to the attention of policymakers. It also studies how policy is developed and implemented, and how policy's consequences (intended and unintended) are understood and/or resisted. The effectiveness of various policy interventions are considered, as are their implications for future policymaking and practice. Particular attention is paid to current policy issues and debates.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Identify places where social and penal policies are made, assess their relative importance, and describe the roles of policymakers at various levels.
2. Outline the historical links between criminal justice policy and social policy.
3. Explain how the theories behind social and criminal justice policies interact with political and economic realities.
4. Describe new and innovative approaches to policy, and to policy-making, in the social and criminal justice field.
5. Discuss the complex relationship that joins social justice and criminal justice.
6. Identify and assess questions at the intersection of social policy and criminal justice.
7. Evaluate what is happening in the social and penal policy environment.
8. Consider, from a broad perspective, the meaning of policy-making in a democratic state.

III. COURSE CONTENT OUTLINE

1. Course introduction and overview.
2. Conflicting views in social policy and criminal justice.
3. Crime in its historical and contemporary contexts.
4. Theory and practice in the policy process.
5. Discretion, irrationality and resistance in the policy process.
6. Welfare and penal policy.
7. Criminalization of social problems.
8. Identity, community and social exclusion.
9. Mid-term Exam.
10. Crime prevention and community safety.
11. Penal policies and community safety.
12. Consequences of mass incarceration.
13. The future of social policy and social control.
14. Final Exam.

IV. REQUIRED TEXTS:

A course pack and/or a list of online sources will be made available

V. ADDITIONAL REFERENCES:

Additional online readings are required. See Course Schedule for details.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; multi-media presentations; small group exercises; online and case-study research.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

(See Course Schedule for assignment details.)
is 50%

Passing Mark

ASSIGNMENTS	%
Mid-Term Exam	15%
In-Class Simulations & Exercises	15%
Seminar Presentation: Policy Proposal	20%
Essay	25%
Final Exam	25%
Total	100%

IMPORTANT NOTE: All essays must be submitted first to Turnitin.com and then submitted online through Blackboard. *You must keep a copy of everything you submit*, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial: <http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of and adhere to the **College's and the program's Academic Regulations**. Humber's regulations can be found at:

<http://www.humber.ca/academic-regulations>

Students should also consult the **Criminal Justice Policy Manual**, which was distributed in September and is posted on Blackboard.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Bachelor of Applied Arts (Criminal Justice)

Year 4 and Semester 7

Course Outline

Course Name:	Senior Level Thesis Research Project 1
Course Number:	
Pre-requisite(s):	30 Credits from Years 2 & 3
Co-requisite(s):	
Course Restrictions:	
Course Equates:	CRIM 451 Special Topics in Criminal Justice
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D or MA in relevant field of study - Criminology, Sociology, Criminal Justice or Law

1.0 Course Description:

This advanced course is intended for those students planning to acquire knowledge in the criminal justice field. Course topics are designed to introduce students to research methods including research design, sampling procedures, hypothesis testing, correlation, and regression analysis. The object is to understand and apply the fundamental laws of scientific inquiry by linking theoretical perspectives to solve related social-justice problems. This course is recommended for anyone who wishes to develop the ability to intelligently evaluate published statistical data and for students conducting literature reviews to analyse various topics that reflect current student research interests. This is a seminar-based course that will focus on producing new scientific knowledge to guide professional practice and policy development. The course will close with oral presentations developed from written proposals to a small group of class members, research supervisors, and faculty.

2.0 Course Rationale

The most central concept in science is that our ideas can and should be tested by scientific methods. In this age of public accountability, criminal justice professionals need to be both good consumers of research and have a demonstrated ability to evaluate practices and policies within the justice field. Acting as reviewers of others' work and receiving reviews on their own project, students will practice the skills of giving and receiving (diplomatic, constructive) criticism. As virtually all science is shaped through collaboration and interaction, it is essential for students to be able to discuss not only their own work, but engage with projects designed by others.

3.0 Course Learning Outcomes

QF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	1. Develop a comprehensive literature review of existing research studies that examines the methodological strengths and limitations within the criminal justice field of study. 2. Analyze the relevant literature and identify an appropriate research question for study.
Knowledge of Methodologies	3. Discuss critical research concepts (i.e., research design, sampling, data collection, and ethics) and how theoretical approaches (criminological, psychological, and sociological perspectives) inform research studies.
Application of Knowledge	4. Examine a range of research strategies and methods and assess the appropriateness of their use including peer review. 5. Explain the principles and solid foundations for experimental design.
Communication Skills	6. Present a comprehensive rationale for a proposed research study.
Awareness of the Limits of Knowledge	7. Analyze and evaluate experiments in the scientific literature, recognizing design ideals and practical limitations/customs specific to various fields.
Professional Capacity/ Autonomy	8. Develop a research design model to appropriately answer and identify a knowledge deficit within the criminal justice field.

4.0 Evaluation

#	EVALUATION TOPIC & PROCEDURES	(%)
1	Research Methodological Critique (i.e. Analyzing previous studies and research; synthesizing and writing critique of previous studies and research)	15%
2	In class Assignments: (10% Before Mid Term and 10% After Mid Term). Applying concepts in class group work by- survey construction, thesis development, research questions, sampling & hypothesis testing)	20%
3	Peer Review of Draft Written Study Proposal	05%
4	Written Study Proposal – Due 1 week after Presentation & Oral Defence	35%
5	Proposal Presentation and Oral Defence	15%
7	Research Journal	05%
8	MOOC course completion (Online Ethics Training and Certification)	05%
TOTAL		100%

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings completed before class	Assessments
1	Introduction to the course - specific focus on seminar design	1-2-3-4	Experiential method of " <i>Brick Wall</i> " group exercises aimed at identifying obstacles to a successful thesis	Pre-course MOOC Ethics research online course by Humber	
2	What is Research? Why do Research? How Research Conducted?	1-2-3-4-5	Interactive seminar on the knowledge of research language and meanings	Hagan, F. E. (2010) Chapter 1 (pp 1-27)	
3	Developing the Research Question	1-2-3-4-5-7-8	Seminar on Research Cycle In class activities in developing research questions	Palys, T., & Atchison, C. (2014); (pp 27-62)	In class group work activities (10%)
4	Research Design and Ethics	1-2-3-4-5-6-7-8	Seminar and class group work activities on how to critique journal articles	Harris, S.R. (2014). Analysis (pp. 73 - 84).	Certificate upon successful completion on MOOC Course (5%)
5	Sampling and Writing Research Reports	6-7-8	Seminar on sampling techniques; group work activities in conducting various types of samples	Dantzker, M.L., & Hunter, R. D. (2012) Sampling (pp.109 – 120).	End of Week (Friday) Research Methodological Critique Assignment due (15%)
6	Designing Questionnaires , questions, scales and appearance	1-2-3-4-5-7-8	Seminar and in class group activities in designing survey questions	Required: Fink, A. (2013). The survey form: questions, scales, and appearance (pp.29 – 56). Recommended: Fowler, F. J. (2014). Designing questions to be good measures	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings completed before class	Assessments
				(pp. 75 -98).	
7	SPSS Lab Work1	1-2-3-4-5-7-8	Lab work-designing data sheets and data entry	Class Handouts	
8	Analysis Planning	1-2-3-4-5-6-7-8	Faculty and student/group meetings in class	Class Handouts	
9	SPSS Lab Work2	6-7-8	Students in lab conducting data entry procedures for selected projects	Handouts on various types of procedures for hypothesis testing	
10	Peer Review	1-2-3-4-5-6-7-8	Seminar on how to write and present findings and data for a research project		Peer Review Writing assignment (5%)
11	Presentations	6-7-8	Individual and Groups will do oral defense presentation of research projects		Proposal Presentation and Oral defense (15%) Written Research Study Proposal Due 1 week after Presentation & Oral Defence (35%)
12	Presentations	6-7-8	Individual and Groups will do oral defense presentation of research projects		Same as above
13	Presentations	6-7-8	Individual and Groups will do oral defense presentation of research projects		Same as above
14	Review and Counselling		All outstanding work and assignments are due this date		Research Journal (5%); Part II in class Activities (10%)

6.0 Methods of Instruction

Lecture; discussions; simulations; presentations; small group exercises; and case-study research.

7.0 Required Texts and Other Major Course Materials

Required Readings: Course book with below stated readings will be made available to students in this course

Dantzker, M.L., & Hunter, R. D. (2012) Sampling (pp.109 – 120). In *Research methods for criminology and criminal justice*. Sudbury, MA: Jones & Bartlett Learning.

Fink, A. (2013). The survey form: questions, scales, and appearance (pp.29 – 56). In *How to conduct surveys: A step-by-step guide*. Thousand Oaks, California: Sage Publications.

Hagan, F. E. (2010). Introduction to criminal justice research methods: Theory and method (pp. 1 – 27). In *Research methods in criminal justice and criminology*. Upper Saddle River, New Jersey: Prentice Hall.

Harris, S.R. (2014). Analysis (pp. 73 - 84). In *How to critique journal articles in the social sciences*. Thousand Oaks, California: Sage Publications.

Palys, T., & Atchison, C. (2014). Getting started (pp. 27 – 62). *Research decisions : Quantitative, qualitative, and mixed methods approaches*. USA :Nelson.

Woodwell, D. (2014). Applying theory and evaluating the “real world” (pp. 154 - 169). In *Research foundations: How do we know what we know?* Thousand Oaks, California: Sage Publications.

Recommended / Supplementary Sources (Optional)

Fowler, F. J. (2014). Designing questions to be good measures (pp. 75 -98).

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom
Lab work for SPSS
Lecture Hall for some combined classes L1017

Faculty:	
Email:	
Faculty Availability:	TBA
Program Coordinator:	Jeanine Webber, Ph.D., RSW

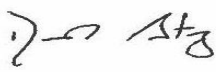
COURSE OUTLINE

Course Title: Senior Level Thesis Research Project 2			
Course Code: CRIM 452	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor Applied Arts – Criminal Justice	Pre-requisite(s): Senior Level Thesis Research Project 1 & 30 Credits From Years 2 & 3	Co-requisite(s):	
Pre-requisite for:			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Examine a range of research strategies and methods and assess the appropriateness of their use.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean

Signature: 

Date: August 2013

Course Description

In this capstone course, students apply the knowledge and skills developed throughout the program by developing a comprehensive thesis or completing a research project on a topic related to criminal justice. Students have the option of working individually or in small groups.

Course Rationale

Students demonstrate their research, ethical, and critical thinking skills that they have cultivated in the program to apply in the capstone criminal justice project. They gain extensive insight into the criminal justice topic(s) of their choosing and are given the opportunity to share this knowledge through written and oral dissemination to peers and faculty members.

Learning Outcomes

Upon successful completion of this course, students will be able to:

8. Plan, conduct and report on a program of original research
9. Design, use and analyze various study techniques (questionnaires, focus groups, interviews, secondary analysis etc.) AND/OR complete a critical and extensive review of literature to answer a research question
10. Access, evaluate and synthesize information from primary literature and other credible sources.
11. Communicate with group members, fellow students, and faculty in an effective manner.
12. Identify the relevance of the project and integrate its' relationship to the field of criminology.
13. Present the project, orally and in written format, in a professional, effective manner.
14. Respond to questions from faculty and peers related to the project

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

Communication - X	Critical Thinking & Problem Solving - X	Interpersonal - X
Numeracy - X	Information Management -	Personal Management X

Learning Resources

Required Resources: There is no required text for this course, although the instructors will suggest potential resources for students throughout the course Blackboard website.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; tutorials, consultations with research consultants and research project supervisors.

Course Content FALL SEMESTER

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
Introduction – Week 3	Introduction/Expectations/ Course Requirements		
Mandatory Lecture – Week 4	Research Writing Session		
Research Proposal – Week 5		Research Proposal Due (5%)	
Mandatory Lecture – Week 6	Research Ethics Session		
Ethics Assignment – Week 8		Ethics Assignment Due (5%)	
Mandatory Lecture – Week 15	SPSS Session		

WINTER SEMESTER

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1. Introduction	Expectations/Assignments		Readings available throughout the semester on
2. Scheduled Meetings with Faculty			
3. Mandatory Lecture	Writing Seminar	Introduction/Outline Due (5%)	
4. Scheduled Meetings with Faculty			
5. Mandatory Lecture for Groups	SPSS Session		

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
6. Scheduled Meetings with Faculty			
<i>READING WEEK BREAK</i>			
7. Mandatory Lecture for Groups	SPSS Session	Literature Review Due for Individuals (15%)	
8. Mandatory Lecture for Individuals	Limitations/Future Research Session	Methods/Results Due for Groups (15%)	
9. Scheduled Meetings with Faculty			
10. Mandatory Lecture	Academic Poster Presentation Session		
11. Scheduled Meetings with Faculty		Final Research Paper Due (50%)	
12. Scheduled Meetings with Faculty			
13. Special CJ Event	CJ Poster Conference	Research Dissemination Due	
14. Oral Exams Provided (if necessary)		Proficiency/Competency Due (10%)	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Research Proposal (Fall semester)	5
Ethics Assignment (Fall semester)	5
Introduction/Outline	5
Literature Review OR Methods/Results	15
Final Research Paper	50
Research Dissemination	10
Proficiency/Competency	10
Total:	100%

Students submit each of the above components for review and feedback throughout the term. Due to the cumulative nature of this research project, all assignments must be submitted for a final grade to be assigned. Also, given that some students are working in groups, should it become known that a member or members are failing to contribute, a mandatory oral exam will be given and/or individual grades will be assigned to ensure understanding and contributions to the project.

Course Specific Policies and Expectations

Attendance

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program, and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

Turnitin

We use Turnitin as a tool to assist you with your papers. Students are to submit all written work to www.turnitin.com. Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in the Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial:
<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

Missed tests, examinations, and in-class projects

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

Late Assignments

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual. Students in the CJ degree program are provided with 1 assignment voucher per semester that they can use to secure a reduced penalty on one assignment per semester in a CJ course.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca/>

The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course has received approval from the Humber Research Ethics Board (REB) in accordance with criteria established by the Tri-Council. This designation permits minimal and no risk projects involving human participants to be approved by the course professor. The professor has completed ethics training and is well qualified to oversee these research projects. Any projects undertaken that are of greater than minimal risk, including those conducted with vulnerable populations, must be individually approved by the Humber REB.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
					X

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Core Course Discipline Elective Outlines

Course Outline
Program Development & Evaluation
Transformational Leadership & Advocacy
Responding to Primary & Secondary Trauma
Community Mobilization, Support & Empowerment
Mental Health Across the Lifespan
Organizational Behaviour
Case Management in Correctional Services
Youth and Crime
Comparative Criminal Justice Systems
Crime Prevention
Gender in the Criminal Justice System
Management in the Criminal Justice System
Institutional Culture

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Discipline Elective

Course Outline

Course Name:	Program Development & Evaluation
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	MSW or Ph.D. in Social Work, MA or Ph.D. in Public Administration or Community Development

1.0 Course Description

All programs start with ideas. This course will enable students to start new programs that address community problems and needs and build community capacity and health. Program development theories will be discussed along with current practices and the importance of building collaborative partnerships with key stakeholders. Students will create a professional program proposal that will include measurable goals and outcomes, start-up activities, a work plan, budget and evaluation plan. Evaluation will be discussed as a tool for assessing program effectiveness, improving programs, guiding resources allocation and ensuring accountability to funders and community members. The concept of sustainability will be explored within the context of funding sources and limitations.

2.0 Course Rationale

This course is important because resources and wealth are not equally distributed in society and communities. Skills and knowledge will be acquired by learners so they are able to develop ideas into viable projects/programs that offer needed and valuable resources to communities they work within. Students' ability to evaluate the

effectiveness of programs will ensure accountability to funders and community members.

3.0 Course Learning Outcomes

QOF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	1. Examine theoretical approaches to program development and evaluation. 2. Analyze participatory strategies in the development of programs.
Knowledge of Methodologies	3. Evaluate community needs and strengths considering social diversity and the heterogeneity of neighbourhoods.
Application of Knowledge	4. Develop and evaluate a new community program proposal that is needs based. 5. Formulate a program budget based on knowledge of funding sources and requirements that fit the scope of the program. 6. Evaluate program success through the application of evaluation strategies tied to measureable outcomes.
Communication Skills	7. Contribute ideas and critique a variety of community programs. 8. Justify a program idea linking the concept to community needs, issues, strengths and agency capacity.
Awareness of the Limits of Knowledge	9. Analyze the ethics and values of community work in the program development process. 10. Critically reflect personal effectiveness to plan, direct a workload and self-manage time to achieve goals.
Professional Capacity/ Autonomy	11. Collaborate with peers and integrate feedback into program development process.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Examination of community strengths, weaknesses, opportunities and threats	Community Report Card: Use of SWOT Analysis	1, 2, 3, 4	5	20
Critique of peer work applying skills and knowledge in the assessment process	Peer Review: Students will review an critique each other's draft proposals	7 – 11	9	5
Knowledge and skills required to plan a program and write a comprehensive program proposal	Program Proposal: Fully developed program proposal	1 - 6, 8 - 11	12	30
Public speaking skills and ability to articulate problems	Poster Presentation: Students will present	8, 11	12 or 13	15

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
and solutions	at one conference and attend a second one. Students will be given a table where they will display a poster, multi-media or other artifacts related to their program. Other students, faculty and invited guests will visit displays and learn about the different program proposals. Students will prepare a 3-minute 'sell' of their program idea.			
All knowledge and skills learned throughout the course	Final Examination: Comprehensive multiple choice and short answer exam	1 - 7, 9	14	30
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Introduction: Course requirements and expectations for success, values and ethics of community based program development, current practices, program development theories	1, 2	lecture, guided discussion	Yuen, et al. (2010), Chpt. 1 Work Group for Community Health and Development (2013), Chpt. 1 & 2	
2	Defining community and	1, 2, 3	lecture, guided discussion, on-	Yuen, et al. (2010), Chpt. 2	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	<p>needs: Maslow's hierarchy of needs, determinants of health, problem definition, what is the problem, how prevalent, who is impacted, community SWOT analysis, assessing an agency's readiness to undertake a new program</p>		<p>line reading quiz, simulation exercise on determinants of health, case study using SWOT analysis</p> <p>Case study: http://www.unitedwaytoronto.com/downloads/whatwedoreports/ItsMoreThanPovertySummary2013-02-09singles.pdf</p>	<p>Work Group for Community Health and Development (2013), Chpt. 3, 4, 5</p> <p>Schuh (2006)</p>	
3	<p>Needs assessment: Community needs assessment process and methods – public forum, focus groups, community dialogues with open space agenda, surveys, interviews</p>	3	<p>lecture, guided discussion, on-line reading quiz, small group work on methods</p>	<p>Yuen, et al. (2010), Chpt. 3</p> <p>Work Group for Community Health and Development (2013), Chpt. 17, 18, 19</p>	
4	<p>Solutions: Solutions development using democratic approaches, linking solutions to root causes, forming a program hypothesis, community buy-in through participatory approaches</p>	3, 4	<p>lecture, guided discussion, on-line reading quiz, case studies linking problems to programs that offer solutions</p>	<p>Yuen, et al. (2010), Chpt. 4</p> <p>Work Group for Community Health and Development (2013), Chpt. 20 - 26</p> <p>Stergiopoulos (2010)</p>	
5	<p>Program Proposal I:</p>	4, 9,11	<p>lecture, guided discussion, on-</p>	<p>Yuen, et al. (2010), Chpt. 5</p>	Community Report Card

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Proposal framework, writing principles, introducing your agency/group to funders		line reading quiz, writing exercises		
6	Program Proposal II: Rationale and problem statement, mission, goals, objectives and measureable outcomes	4, 8, 9, 11	lecture, guided discussion, on-line reading quiz, writing and peer critique groups	Yuen, et al. (2010), Chpt. 6 & 7	
7	Program Proposal III: Program design for social impact, program description with an impact focus, work plan	4, 9, 10, 11	lecture, guided discussion, on-line reading quiz, writing and peer critique groups	Alfred, L. (2009) Ontario Trillium Foundation (2013)	
8	Program Proposal IV: Budget, sustainability, future funding	4, 5, 9, 11	lecture, guided discussion, on-line reading quiz, budgeting exercise	Work Group for Community Health and Development (2013), Chpt. 42 - 44	
9	Proposal V: Evaluation plan linked to measurable outcomes, evaluation tools and methods, logic model	4, 6, 9, 11	lecture, guided discussion, on-line reading quiz, case study applying logic model, writing and peer critique groups	Ratcliffe (2011) Work Group for Community Health and Development (2013), Chpt. 36 - 39	Peer Review
10	Program Proposal VI: Cover letter, abstract, proposal review techniques to ensure quality	4, 9, 10, 11	lecture, guided discussion, on-line reading quiz, writing and peer critique groups	O'Brien (2011) Civicus (2013)	
11	Funders:	4, 5, 8, 9,	lecture, peer		

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	Researching funders, ensuring a good fit, foundations, private, government, and corporate sector funding for programs	11	review process, computer lab for funder research exercise		
12	Funding Proposal Conference day	7, 8, 10, 11	conference		All Funding Proposals due Poster Presentations
13	Funding Proposal Conference day	7, 8, 19, 11	conference		Poster Presentations
14	Exam: All core topics covered throughout the course	1 - 9	writing and responding to questions		Final examination

6.0 Methods of Instruction

Lecture, guided discussion, writing and critique exercises in small groups, case studies, & conference.

7.0 Required Text and Other Major Course Materials

On-Line Textbook:

Work Group for Community Health and Development at the University of Kansas (2013). Community tool box. Retrieved from http://ctb.ku.edu/en/tablecontents/sub_section_main_1300.aspx

Alfred, L. (2009). Human service sector nonprofit organization's social impact. *Business Strategy Series*, 10(6), 374-382.

Civicus World Alliance for Citizen Participation. (2013). Writing a funding proposal. Retrieved from <https://www.civicus.org/new/media/Writing%20a%20funding%20proposal.pdf>

Ontario Trillium Foundation (2013). *How to develop a work plan*. Retrieved from http://www.otf.ca/en/applyForaGrant/developing_workplan.asp

Ratcliffe, M. (2011). A sample theory-based logic model to improve program development, implementation, and sustainability of farm to school programs. *Childhood Obesity*, 8(4) 315 – 322.

Schuh, R., & Leviton, L. (2006). A framework to assess the development and capacity of non-profit agencies. *Evaluation and Program Planning*, 29(2), 171 – 179.

Stergiopoulos, V., Dewa, C., Tanner, G., Chau, N., Pett, M., Connelly, J. (2010) Addressing the needs of the street homeless. *International Journal of Mental Health*, Vol 39(1), 5 – 15.

Yuen, F., Terao, K., Schmidt, A. (2010) *Effective grant writing and program evaluation for human service professionals*. Reference & Research Book News. Retrieved from <http://go.galegroup.com/ps/i.do?id=GALE%7CA225459814&v=2.1&u=humber&it=r&p=ONE&sw=w>

Recommended / Supplementary Sources (Optional)

Klein, K. (2011). *Fundraising for Social Change*. United States: Jossey-Bass.

Imagine Canada. (2013). *Canadian directory to foundations and corporations*. Available on-line through Humber Library.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Discipline Elective

Course Outline

Course Name: Transformational Leadership & Advocacy

Course Number:

Pre-requisite(s):

Co-requisite(s):

Course Restrictions:

Course Equates:

Credit Value: 3

Hours of Instruction: 42

Delivery Format: Lecture

Qualifications Required to
Teach Course: Ph.D.

1.0 Course Description

In this course the student will learn the importance of collaboration in a multi-stakeholder environment. Central to the course will be an understanding of the issues of power, ethics, complexity, and collaboration in different kinds of partnerships. Learners will understand the importance of good leadership in inspiring others to develop a vision and embrace new ideas. Students will learn a team work approach to leadership and advocacy that motivates the community to take ownership for the ideas and changes they propose.

2.0 Course Rationale

Leaders are important to organisations, groups and communities. Adopting a model of leadership that encourages collaboration, motivation and empowerment is crucial for communities to make the changes that they want. Leaders who use the transformational model are engaged in the process of helping others to develop their own unique style of leading their communities through the process of change and the development of a vision.

3.0 Course Learning Outcomes

OQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	1. Discuss theories, principles, and practices of transformational leadership. 2. Demonstrate and create plans for community transformation.
Knowledge of Methodologies	3. Design, assess, manage, facilitate, and negotiate in multi-party stakeholder settings. 4. Create plans for community action and development in a rooted, thoughtful manner.
Application of Knowledge	5. Demonstrate skills to mobilize groups to work together while understanding the challenges of grassroots organizing 6. Create projects to empower and inspire others to be change agents in the community.
Communication Skills	7. Implement social media in promoting social change. 8. Lead and manage groups of people and organizations. 9. Present ideas and information to groups that engage and inspires members to support the proposed vision.
Awareness of the Limits of Knowledge	10. Analyze the complexities involved with multi-sector collaboration and working in partnerships. 11. Critically reflect on the challenges facing leaders in uncertain fiscal and social realities.
Professional Capacity/ Autonomy	12. Analyze the self in the role as practitioner, activist, ally, and advocate of social and economic justice. 13. Discuss the issues and challenges of accountability in organizations. 14. Discuss the issues related to ethical leadership and how to respond to these challenges.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Theories and Principles of Transformational Leadership	Essay	1, 5, 6, 8, 11, 14	4	25
Leadership Case study	Report	1, 2, 4, 9, 11, 14	8	20
	Class Presentation	3, 5, 7, 9, 12, 13	9-12	20
	Self Reflection	8, 9, 10, 12-14	12	10
All topics covered throughout course	Final Exam	1-14	14	25
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
1	<p>What is Leadership</p> <p>What skills are required, how do you become one, what examples of leadership do we see in the world, in community, in organisations. The importance of the public's perception of the leader.</p>	1, 9, 10, 11, 12	Lecture, group discussion, case studies, in class exercises.	<p>Kendrick, J (2011)</p> <p>Northouse, P. (2013), Ch. 1-4,</p> <p>Van Emden, J., Becker, L. (2010), Ch. 1</p> <p>Winchester, N.M. (2013)</p>	
2	<p>Traditional Leadership Theories</p> <p>How is leadership traditionally seen? What is power and how do leaders use it to their advantage. Where are their misuses of power? How is Transformational Leadership different?</p>	1, 10, 11	Lecture, group discussion, case study analysis	<p>Northouse, P. (2013), Ch. 5-8</p> <p>Van Emden, J., Becker, L. (2010), Ch. 2</p>	
3	<p>Leadership Theories and the Community</p> <p>What unique skills are required to work in cross cultural communities? What skills do women leaders bring?</p>	2-8, 10, 12, 13	Guest speakers panel, guided class discussion	<p>Chrobot-Mason, D., (2012)</p> <p>Northouse, P. (2013), Ch. 14, 15</p> <p>Zhanga, A., Tsuib, A., Wangc D. (2011)</p>	
4	<p>Use of Self as a Leader</p>	3-6, 8, 9, 12	Lecture, class discussion, in	Goleman, D. (2011)	Theories and Principles of

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	What do leaders need to know about themselves in order to effectively lead groups? What is an emotionally intelligent leader? Recognising the professional skills required to increase power and support. Recognise burn out and learn self care techniques.		class exercises.	Emotional Mastery Northouse, P. (2013), Ch. 11, 13 Sayeed, O. & Shanker, M. (2009) Van Emden, J., Becker, L. (2010), Ch 5 Zampetakis, L. (2011)	Leadership Essay due
5	Engaging the Community Through Leadership and Advocacy How can leaders engage communities to change? What is community capacity and how to engage communities to be part of the process? How to engage the community in the advocacy process.	2-6, 9-12	Lecture, class discussion, case studies, in class exercises.	London, M. (2010) Northouse, P. (2013), Ch.10 Van Emden, J., Becker, L. (2010), Ch. 6	
6	Facilitating Partnerships Interagency, multi sector, consensus building. Learning to facilitate and negotiate	2-6, 9, 10, 13, 14	Lecture, in class debate, role play	Maddock, S.(2011) Northouse, P. (2013), Ch.12	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	partnerships that work.			Sandfort, J.R, Bloomberg, L. (2012)	
7	Providing Vision to Communities. What does it mean to be a visionary, how to forecast future trends and gain support for ideas.	1-4, 9, 10, 13, 14	Lecture, group discussion, case studies	Schultz, D., (2011) Stephenson, M.O. (2011) Van Emden, J., Becker, L. (2010), Ch. 7	
8	Planned Change Strategies Major theories of change. Determining the strategy. Looking at factors that influence decisions.	3, 5, 6, 7, 8, 11, 12, 13	Lecture, group discussion, case studies	Hudson, C-A., Graefe, P. (2011) Moll, L.(2010) Onyx, J., (2010) Rehman, R. R. (2012)	Leadership Case study report due
9	Managing Resistance Dealing with resistance, hostility and anger during transitions.	3, 5, 6, 8, 9, 11, 13, 14	Lecture, guided discussion, case studies, role play	Pearse, N.J (2010)	Leadership Case Study presentations
10	Developing Leaders Within Groups. Looking at groups and determining potential leaders for future development.	1, 2, 6, 8, 9	Lecture, group discussion, case studies	Miller, P. M, (2011) Northouse, P. (2013), Ch.9	Leadership Case Study presentations
11	Managing Organisations Understanding the responsibilities of management.	8, 9, 10-14	Lecture, class discussion, case studies	Roberts,G.H. (2011)	Leadership Case Study presentations

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	Learning to work with Board of Directors. How to delegate.				
12	Ethical issues as a Leader Examination of challenges that leaders face. Professional responsibility, accountability and legal issues.	3, 4, 5, 6, 9, 10-14	Lecture, debate, group discussion, case studies.	Northouse, P. (2013), Ch. 16 Passini, S. (2010)	Leadership Case Study presentations
13	Use of Social Media Examine the role of social media in mobilising communities and engaging people. Look at professionalism of message and role of leader in managing the process.	4, 5, 6, 7, 9, 12, 14	Guest Lecture from Humber College media program. In class computer lab.	Hernandez, A. (2012) Koutropoulos, A. (2010) Kumar, N. (2012)	Self Reflection Paper
14	All core topics covered throughout the course	1-14			Final Exam

6.0 Methods of Instruction

Lecture, guided discussion, small group work, case studies, role plays, debate

7.0 Required Texts and Other Major Course Materials

Chrobot-Mason, D. (2012). Developing multicultural competence to improve cross-race work relationships. *The Psychologist-Manager Journal*, 15:4, 199 – 218.

Goleman, D. (2011). Emotional mastery. *Leadership Excellence*, 12-13.

Hernandez, A. (2012). The networked nonprofit: connecting with social media to drive change. *Community Development*, 6, 1 – 2.

Hudson, C-A., & Graefe, P. (2011). The Toronto origins of Ontario's 2008 poverty reduction strategy: mobilizing multiple channels of influence for progressive social policy change. *Canadian Review of Social Policy*, 65/66, 1-15.

Kendrick, J. (2011). Transformational Leadership Changing Individuals & Social Systems. *Professional Safety*, 56 (11), 14.

Koutropoulos. A. (2010). Creating networking communities beyond the classroom, human architecture. *Journal of the Sociology of Self-Knowledge*, 8:1, 71.

Kumar, N. (2012). Social Media: A Virtual Global Community Hall. *Indian Streams Research Journal*, Nov 2012, 2:10, Special section 1.

London, M. (2010). Understanding social advocacy. *Journal of Management Development*, 29:3, 224 – 245.

Maddock, S. (2011). Transformational public leadership is collaborative. *Human Resource Management International Digest*, 19:7, 40-41.

Miller, P. M. (2011). Centering love, hope, and trust in the community: transformative urban leadership informed by Paulo Freire. *Urban Education*, 46:5, 1078 – 1099.

Moll, L.C. (2010). Mobilizing culture, language, and educational practices: fulfilling the promises of "Mendez" and "Brown. *Educational Researcher*, 39:6, 451 – 460.

Northouse, P. (2013). *Leadership: Theory and Practice (6th ed.)*. New York: Sage Publications.

Onyx, J. (2010). The conversion of social capital into community development: an intervention in Australia's outback. *International Journal of Urban and Regional Research*, 34:2, 381.

Passini, S. (2010). The obedience-disobedience dynamic and the role of responsibility. *Journal of Community and Applied Social Psychology*, 20:1, 1-14.

Pearse, N.J. (2010). Towards a social capital theory of resistance to change. *Journal of Advances in Management Research*, 7:2 163-175.

Rehman, R.R. (2012). Transformational Leadership Style as Predictor of Decision Making Styles: Moderating Role of Emotional Intelligence. *Pakistan Journal of Commerce and Social Sciences*, 6 (2), 257-268.

Roberts, G.H. (2011). *Robert's Rules of Order Newly Revised*. Cambridge, Da Capo Press.

Sandfort, J.R., & Bloomberg, L. (2012). Supporting community-based leadership. *Community Development*, 43:1, 12–30.

Sayeed, O. & Shanker, M. (2009). Emotional Intelligent Managers and Transformational Leadership Styles. *Indian Journal of Industrial Relations*, 44 (4), 593.

Schultz, D. (2011). Sharing leadership. *Leadership Excellence*, 28:2, 16-17.

Stephenson, M.O. (2011). Considering the relationships among social conflict, social imaginaries, resilience, and community-based organization leadership. *Ecology and Society*, 16:1, 34.

Van Emden, J. & Becker, L.(2010). *Presentation skills for students*, London:Palgrave McMillan.

Winchester, N.M. (2013). Transformational Leadership. *Kentucky Nurse*, 61:2, 4.

Zhanga, A., Tsuib, A.,& Wangc D.(2011). Leadership behaviors and group creativity in chinese organizations: the role of group processes. *The Leadership Quarterly*, 22:5, 851–862.

Zampetakis, L. (2011). A managers' trait emotional intelligence and group outcomes: the case of group job satisfaction. *Small Group Research*, 42:1, 77-102.

Recommended / Supplementary Sources (Optional)

Goleman, D.(2011). *Leadership: The Power of Emotional Intelligence*. Boston: More Than Sound.

Hodson, R. (2010). Work group effort and rewards: the roles of organizational and social power as context. *Organization Studies*, 31:7, 895-916.

Ingvaldsen, J. A. (2012). Autonomous work groups and the challenge of inter-group coordination. *Human Relations*, 65:7, 861-881.

Ogungbamila, B. (2010). Effects of team size and work team perception on workplace commitment: evidence from 23 production teams. *Small Group Research*, 41:6, 725-745.

<http://www.presentationsskills.ca/>

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Bachelor of Child and Youth Care
School of Social and Community Services

Discipline Elective

Course Outline

Course Name:	Responding to Primary and Secondary Trauma
Pre-requisite(s):	30 credits from Years 2 & 3
Co-requisite(s):	None
Course Equates:	N/A
Credit Value:	3
Hours of Instruction:	42
% of course that will be delivered on line:	0%
Minimum qualifications required to teach/supervise course:	Ph.D. in Psychology or Counseling with additional trauma-related education. Membership in International Society for Traumatic Stress Studies preferred.
Faculty Name / Credentials:	Patricia Spindel, Ed.D.
Course Developer / Credentials:	Patricia Spindel, Ed.D. <input checked="" type="checkbox"/> Course designed by faculty eligible to teach this course OR <input type="checkbox"/> Course designed by other

1.0 Course Description

In this course, participants will learn how the brain and nervous system respond to traumatic events, including residual effects of trauma on children, and the secondary effects, known, depending upon level of severity, as compassion fatigue, vicarious trauma, and secondary traumatic stress, on the professionals who work with them. The impact of trauma on children who are survivors of war, dislocation, torture, natural disasters, terror attacks, or domestic violence will be discussed. Participants will also have the opportunity to critically evaluate current research related to the treatment of post traumatic stress disorder and other residual effects of early trauma, as well as how to respond to compassion fatigue, vicarious trauma, burnout and secondary traumatic stress in professionals indirectly affected by work with childhood trauma survivors.

2.0 Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Differentiate between simple and complex trauma.
2. Interpret specific symptoms as occurring because of the impact of trauma on brain functioning.
3. Identify and respond to symptoms of post-traumatic stress, depression, anxiety, and complicating factors such as early attachment issues in children and adolescents.
4. Critically examine the relative merits of a spectrum of interventions for post-traumatic stress, depression, attachment issues, and anxiety in children and adolescents.
5. Identify and analyze risk and resilience factors in children and adolescents.
6. Differentiate between simple and complex stress disorders and choose appropriate interventions for each, tailored to the needs of children and youth who have experienced traumatic events in their lives.
7. Assess the level of impact of exposure to traumatic events that occur as a result of war, dislocation, terrorism, and natural disasters, coupled with other risk and protective factors in the lives of children and adolescents.
8. Identify the possible effects of mirror neurons on the development of compassion fatigue.
9. Evaluate risk factors for and symptoms of compassion fatigue, burnout, and secondary traumatic stress in self and co-workers.
10. Combine a variety of self-care strategies designed to prevent compassion fatigue and burnout in self and co-workers.
11. Assess the relative merit of various treatment strategies for symptoms of secondary traumatic stress in professionals.
12. Design a combination of self-care and treatment strategies to combat symptoms of secondary traumatic stress in self and others.

3.0 Methods of Instruction/Delivery Format

Powerpoint presentation, small groups, dyads, case studies, video.

4.0 Required Texts and Supplies

Nader, K. (2008) *Understanding and assessing trauma in children and adolescents: Measures, methods, and youth in context*. N.Y: Routledge.

Wicks, R.J. (2008) *The resilient clinician*. N.Y: Oxford University Press.

Recommended Reading (optional)

Allen, J. G. (2005) Coping With Trauma: Hope Through Understanding. 2nd Ed. Washington, D.C: American Psychiatric Publishing.

Handouts supplied as required.

5.0 Evaluation

Mid-Term Test	25%
Assignment	40%
Final Test	25%
Reflective Practice	<u>10%</u>
Total	100%

6.0 Course Schedule

Week	Topics	Readings/Assignments
1	<p>Introduction to Trauma Studies</p> <ul style="list-style-type: none"> -Course outline and expectations -What is trauma? -What is Posttraumatic Stress Disorder? -The brain's alarm system: limbic system, sympathetic and parasympathetic nervous systems -The impact of cumulative stressors -The Critical Incident Debriefing debate 	<p>Flannery, R.B. (1999) Psychological trauma and posttraumatic stress disorder. <i>International Journal of Emergency Mental Health</i>, 2, 135-140. Available online at: http://www.icisf.org/Acrobat%20Documents/TerrorismIncident/PsyTrauPTSD.pdf</p> <p>Briere, J & Scott, C. (2006) <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment</i>. London:Sage. Chapter 1: What is Trauma?</p> <p>McNally, R.J. (April 1, 2004) Psychological debriefing does not prevent posttraumatic stress disorder. <i>Psychiatric Times</i>, 21(4), Available online at: http://www.psychiatristimes.com/display/article/10168/54486</p>
2	<p>The Impact of Trauma On Child and Adolescent Development</p> <ul style="list-style-type: none"> -How children's and adolescent's brains are affected by trauma -General impact of trauma on children and adolescents -Attachment issues <p>ASSIGNMENT: Critical questions in primary and secondary trauma identification and treatment</p>	<p>Nader, K. (2008) <i>Understanding and assessing trauma in children and adolescents: Measures, methods, and youth in context</i>. N.Y: Routledge (Chapters 1 & 2)</p> <p>Allen, J.G. (2005) <i>Coping with trauma: Hope through understanding</i>. Washington, D.C: American Psychiatric Publishing. Chapter 2: Attachment.</p>
3	<p>The Impact of Trauma on Child and Adolescent Development</p> <ul style="list-style-type: none"> -Assessing trauma impact -Examining risk and resilience factors 	<p>Nader, K. (2008) <i>Understanding and assessing trauma in children and adolescents: Measures, methods, and youth in context</i>. N.Y: Routledge (Chapter 5)</p> <p>Briere, J. & Scott, C. (2006) <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment</i>. London:Sage Chapter 2: The Effects of Trauma.</p> <p>Brom, D., Ford, R.P., Ford, J.D. (2009) <i>Treating traumatized children: Risk, resilience, and recovery</i>. Chapter 3: The search for risk and protective factors in childhood PTSD.</p>
4	<p>Complex Factors Affecting Children and Youth</p> <ul style="list-style-type: none"> -War -Family violence -Natural disasters -Overwhelming experiences 	<p>Catani, C., Jacob, N., Schauer, E., Kohila, M., Neuner, F. (2008) Family violence, war, and natural disasters : A study of the effect of extreme stress on children's mental health in Sri Lanka. <i>BMC Psychiatry</i>, 8(33) Available online at: http://www.biomedcentral.com/1471-244X/8/33</p> <p>Van der Kolk, B.A., McFarlane, A.C., Weisaeth, L. (Eds) (2007).</p>

		<i>Traumatic stress: The effects of overwhelming experience on mind, body, and society.</i> London: Guilford Press. Chapter 14: Traumatic stress in childhood and adolescence: Recent developments and current controversies.
5	Complex Factors Affecting Children and Youth -Assessment of exposure levels and complication reactions -Tailored interventions Film: Play therapy for severe psychological trauma	Nader, K. (2008) <i>Understanding and assessing trauma in children and adolescents: Measures, methods, and youth in context.</i> N.Y: Routledge (Chapter 10). Brom, D., Pat-Horenczyk, R., Ford, J.D. (2009) <i>Treating traumatized children: Risk, resilience and recovery.</i> N.Y: Routledge. Chapter 12: Prevention and treatment interventions for traumatized children: Restoring childrens' capacities for self-regulation.
6	MID-TERM TEST	Covers all readings and Powerpoints of first 5 weeks.
7	Complex Factors Affecting Children and Youth -Child refugees -Child soldiers -Attachment issues -Implications for practice Film: Complex PTSD in Children	Lau, W., Thomas, T. (2009) Psychological well being of child and adolescent refugee and asylum seekers: Overview of major research findings of the past ten years. National Inquiry Into Children in Immigration Detention. Australian Human Rights Commission. Available online at: http://www.hreoc.gov.au/HUMAN_RIGHTS/children_detention/psy_review.html Nader, K. (2008) <i>Understanding and assessing trauma in children and adolescents: Measures, methods, and youth in context.</i> N.Y: Routledge (Chapter 8).
8	Trauma Treatment -Building resiliency -Family based interventions	Brom, D., Ford, R.P., Ford, J.D. (2009) <i>Treating traumatized children: Risk, resilience, and recovery.</i> (Chapter 11) Building resilience: Benefiting from lessons learned. (Chapter 15) Family based treatment for child traumatic stress.
9	Secondary Traumatic Stress in Helping Professionals -The physiology of secondary trauma – mirror neurons -Risk factors for developing compassion fatigue	NOVA Sciences online video - http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html Science Daily (Nov. 7, 2007) <i>Mirror, mirror in the brain: Mirror neurons, self-understanding, and autism research.</i> http://www.sciencedaily.com/releases/2007/11/071106123725.htm On-line article. Palm, K.M, Polusny, M.A., Follette, V.M. (2004) <i>Vicarious traumatization: Potential hazards and interventions for disaster and trauma workers.</i> <i>Prehosp. Disast. Med.</i> 19(1), 73-78. Available online at: http://pdm.medicine.wisc.edu/19-1%20pdfs/Palm.pdf
10	Secondary Traumatic Stress in Helping Professionals -Causes and symptoms of compassion fatigue, burnout, and secondary traumatic stress	Perry, B.D. (2003) <i>The cost of caring: Secondary traumatic stress and the impact of working with high risk children and families.</i> The Child Trauma Academy. Available online at: http://www.childtrauma.org/ctamaterials/SecTrma2_03_v2.pdf

	<p>-Preventive strategies</p> <p>Film: When helping hurts</p> <p>ASSIGNMENT IS DUE</p>	<p>Rothschild, B. (2006) <i>Help for the helper: Self care strategies for managing burnout and stress</i>. Chapter 2: Managing the Ties That Bind. N.Y. W.W. Norton & Co.</p> <p>Valent, P. (2002) <i>Diagnosis and treatment of helper stresses, traumas, and illnesses</i>. In "Treating Compassion Fatigue", Charles. R. Figley. N.Y: Routledge.</p>
11	<p>Effects of Primary and Secondary Trauma</p> <p>-Impact on emotional regulation</p> <p>-Self destructiveness</p> <p>-Dissociation</p>	<p>Allen, J.G. (2005) <i>Coping with trauma: Hope through understanding</i>. Chapter 10: Dissociative Disorders, Chapter 11: Self Destructiveness, Chapter 12: Emotional Regulation,</p>
12	<p>Help For The Helper</p> <p>-Self care strategies</p>	<p>Wicks, R.J. (2008) <i>The resilient clinician</i>. N.Y: Oxford University Press. Chapter 2: Strengthening one's own self-care protocol.</p>
13	<p>Help For The Helper</p> <p>-Treatment approaches for secondary traumatic stress: Cognitive interventions, emotional processing, interpersonal restructuring.</p>	<p>Briere, J. & Scott, C. (2006) <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment</i>. London:Sage Chapter 7: Cognitive interventions, Chapter 8: Emotional processing.</p> <p>Benjamin, L.S. (2003). <i>Interpersonal reconstructive therapy: An integrative personality-based treatment for complex cases</i>. London: Guilford Press. Chapter 6: Learning about patterns, where they are from and what they are for. Chapter 7: Blocking maladaptive patterns.</p>
14	<p>Final Exam</p>	<p>Covers all readings and Powerpoints from Week 7 – 13.</p>

7.0 Classroom and Equipment Requirements

The Humber "A" Standard Electronic Classroom.

Bachelor of Applied Arts in Child & Youth Care

School of Social and Community Services

Discipline Elective

Course Outline

Course Name:	Community Mobilization, Support & Empowerment
Pre-requisite(s):	30 credits from Years 1 & 2, & Child and Youth Community Development
Co-requisite(s):	None
Course Equates:	N/A
Credit Value:	3
Hours of Instruction:	42
% of course that will be delivered on line:	0%
Minimum qualifications required to teach/supervise course:	MA
Faculty Name / Credentials:	
Course Developer / Credentials:	Vidal Chavannes M.A.Ed., B.A., B.Ed. <input type="checkbox"/> Course designed by faculty eligible to teach this course OR <input checked="" type="checkbox"/> Course designed by other

1.0 Course Description

This course will build on the concepts, theory and skills introduced in the Community Development course. Students will gain practice in facilitating change in communities by investigating strategies in empowering and supporting mobilization efforts, including the recruitment and development of a community mobilization team. Further, the course will highlight community policing efforts and restorative justice practices in the mobilization context and will allow students the opportunity to identify various methods of communication that support community mobilization efforts. Lastly, students will investigate the evaluative processes that can be used to gauge the success of community mobilization projects.

2.0 Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate an understanding of the major concepts related to community mobilization with a particular focus on children and youth.
2. Use technology and a variety of information sources to analyze and synthesize contemporary community mobilization issues.
3. Identify and analyze the forces that influence and shape the community mobilization process.
4. Demonstrate an understanding of the larger systems and structures that inform the development of community mobilization processes.
5. Examine the impact of age, race, ethnicity, gender, religion, ability and sexual orientation on the building of mobilization efforts; and in turn, how community mobilization impacts said demographics.
6. Identify and analyze restorative justice practices and their impact on community mobilization.
7. Develop and share informed judgements with respect to the value and impact of various community policing models.
8. Continue to develop the skills necessary to prepare a scholarly research paper.
9. Critically analyze the effectiveness of mobilization efforts within and without the conventional electoral system.
10. Critically assess the motivations and behaviours of those charged with leading mobilization efforts.
11. Identify the qualities and practices that promote success in community mobilization efforts in vulnerable communities.
12. Understand the process by which community mobilization takes place domestically and abroad.
13. Develop the strategies to pursue community mobilization efforts in diverse communities.

3.0 Methods of Instruction/Delivery Format

In-class lectures, Powerpoint presentations, small group work, independent research, video presentation, guest speaker(s).

4.0 Required Texts and Supplies

Driskell, David. (2002). *Creating Better Cities with Children & Youth*. United Kingdom: UNESCO.

Delgado, M. & Staples, L. (2008). *Youth-Led Community Organizing: Theory and Practice*. United Kingdom: Oxford University Press.

Austen, P. (2003). *Community Capacity Building and Mobilization in Youth Mental Health Promotion*. Ottawa: Health Canada.

5.0 Evaluation

Tests/Quizzes	20%
Position Papers	15%
Formal Essay Proposal	10%
Final Essay	25%
Final Exam	30%
TOTAL	100%

6.0 Course Schedule

Week	Topics	Readings/Assignments
1	Introduction to Youth-Led Community Mobilization.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 3 – 23. Driskell. (2002). Creating Better Cities. Pgs. 22 – 31.
2	Conceptual Foundation for Youth-Led Community Organizing I: guiding principles & analytical framework.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 75 - 95. Driskell. (2002). Creating Better Cities. Pgs. 32 – 47. Position Paper #1 Due
3	Conceptual Foundation for Youth-Led Community Organizing II: participatory democracy & cross-cutting theoretical and practical themes.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 95 – 111; 147 - 174.
4	Leadership Development in Youth-Led Community Mobilization Efforts: recruitment, screening, preparation & support of youth-led community organizers.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 112 - 146. Driskell. (2002). Creating Better Cities. Pgs. 80 – 98.
5	Historical and Contemporary Community Policing Methods.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 23 - 40. Driskell. (2002). Creating Better Cities. Pgs. 60 – 61. Position Paper #2 Due
6	Introduction to Restorative Justice Practices.	Guest Speaker: G. Antonnaci Final Essay Proposal Due.
7	Organizing a Mobilization Team: project checklist, goals, opportunities and constraints.	Driskell. (2002). Creating Better Cities. Pgs. 48 - 65.
8	Designing a Plan for Action: participatory planning, process flow chart, start-up plan.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 95 - 110. Driskell. (2002). Creating Better Cities. Pgs. 66 - 79. Position Paper #3 Due
9	Community Mobilization Toolkit: informal observations, interviews, focus group	Driskell. (2002). Creating Better Cities. Pgs. 99 – 161.

	facilitation, questionnaire and survey development, small and large group discussion, workshops and presentations.	
10	From Evaluation to Action: analysis of research results, planning for change, evaluative tool development (pre and post research), monitoring and reflection.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 196 - 206. Driskell. (2002). Creating Better Cities. Pgs. 162 – 175.
11	Challenges Inherent in Youth-Led Organizing.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 194 - 212. Final Essay Due.
12	Case Studies: Youth 1 st in Jackson Square & Community Capacity Building and Mobilization in Youth Mental Health Promotion.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 175 - 193. Austen. P. (2003). Community Capacity Building.
13	The Future of Community Mobilization Efforts.	Delgado & Staples. (2008). Youth-Led Community Organizing. Pgs. 213 - 218. Driskell. (2002). Creating Better Cities. Pgs. 176 – 177.
14	Final Exam	

7.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Discipline Elective

Course Outline

Course Name:	Mental Health Across the Lifespan
Course Number:	
Pre-requisite(s):	None
Co-requisite(s):	None
Course Restrictions:	None
Course Equates:	Abnormal Psychology
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D.

1.0 Course Description

This course is an introduction to mental health diagnoses outlined in the DSM-V, their importance at different developmental stages, and how they are viewed by different cultural and ethnic groups. It covers the history of how work with individuals with psychiatric disabilities has changed, including the shift from a strictly biomedical to a Recovery/Empowerment approach. It includes new information from the fields of neuropsychology and positive psychology that explains why some interventions such as cognitive behavioural and interpersonal therapy, mindfulness, the building of community support systems, and a focus on spirituality and creative endeavours in art, music, and writing are helpful. Course participants are encouraged to think critically about mental health diagnoses and treatments, and consider what alternatives to conventional treatment exist that are evidence-based.

2.0 Course Rationale

Students wishing to enter the Bachelor of Behavioral Science Program are required to understand what individuals with mental health challenges experience, and the range of options available to assist them. This course establishes a foundation that allows participants to better comprehend approaches taught in depth in later courses.

3.0 Course Learning Outcomes

OQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Describe and identify symptoms of the main psychiatric conditions outlined in the DSM-V. 2. Examine a range of behavioural science approaches used in working with individuals with psychiatric disabilities. 3. Describe, by comparing older versus more modern treatment approaches, how these interventions have changed over time.
Knowledge of Methodologies	<ol style="list-style-type: none"> 4. Compare and contrast various approaches to treatment and analyze their relative merits in working with individuals with a range of mental health challenges and dual diagnosis.
Application of Knowledge	<ol style="list-style-type: none"> 5. Demonstrate how and when various methodologies to assist people with psychiatric disabilities can, and should be incorporated into person-centered planning approaches. 6. Illustrate ways to ensure that in this application, individuals' cultures are taken into account.
Communication Skills	<ol style="list-style-type: none"> 7. Research ways in which empowerment/Recovery approaches can be incorporated into behavioural assessments and interventions with individuals who have psychiatric disabilities or dual diagnosis. 8. Critique current methodologies used in working with individuals with mental health challenges.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> 9. Analyze to what degree the knowledge gained in this course fits within the scope of practice of someone with a Bachelor's Degree in Behavioural Science, and judge whether or not particular methodologies can be used without further training or experience. 10. Demonstrate through appropriate discussion and decision making concerning ethical issues, adherence to the ethical requirements of a professional college that has defined scope of practice.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> 11. Collaborate with colleagues from a variety of disciplines in initiating person-centered approaches that facilitate individuals' empowerment and recovery from mental illness. 12. Integrate into a practice framework, new knowledge in this field as it emerges.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Mid Term Exam	Multiple choice/short answer	1, 2, 3	5	25%
Research paper (Area of interest)	4000 word essay	3, 4, 5, 6, 7, 8, 9, 11, 12	10	40%
Final exam	Multiple choice and short answer	1, 3, 9, 10	13	35%
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
1	<p>Introduction/History of Mental Health Diagnosis and Treatment</p> <p>Introduction to, and history of mental health diagnoses and approaches to treatment</p> <p>Discussion of labelling and pathologization and their impact</p> <p>Changing views of sexual identity related to mental health diagnosis.</p> <p>Cultural issues in mental health diagnosis.</p>	2, 5	<p>Guided Discussion and Socratic questions</p> <p>Guest Lecture</p>	<p>Text - Chapter One</p> <p>Burstow, B. (2005). A Critique of Post Traumatic Stress Disorder and the DSM. <i>Journal of Humanistic Psychology</i>. 45 (4), 429-445.</p>	
2	<p>Integrated Approach</p> <p>Meaning of an integrated approach: (Biopsychosocial Model) behavioural, biological,</p>	4, 5, 6	Lecture and Socratic Questions	Text - Chapter Two	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	<p>emotional, social, cultural and developmental influences on mental health</p> <p>The contributions of neuropsychology, positive psychology, and their implications</p> <p>Considerations in clinical assessment across domains and lifespan</p>				
3	<p>Anxiety Disorders and Phobias</p> <p>Causes, symptoms, treatment approaches across the lifespan</p> <p>The impact of stress and trauma</p> <p>Coping and self regulation across the lifespan</p> <p>The healing power of positive emotions</p>	1, 3, 4, 5, 6	Lecture and video	Text - Chapter Four	
4	<p>Mood Disorders</p> <p>Causes, symptoms, and mainstream and alternative treatment approaches to uni and bi-polar disorders across the lifespan</p> <p>Suicide</p> <p>Ethical implications of treatment approaches</p>	1, 3, 4, 5, 6	<p>Lecture and video</p> <p>Class discussion of ethics</p>	Text - Chapter Six	
5	Mid Term Exam				Exam
6	Somatoform, Eating and Sleep Disorders	1,3,4,5,6	Lecture and video	Text - Chapters Five &	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	<p>Anorexia and Bulimia, Conversion Disorder, Pain and Body Dysmorphic Disorders</p> <p>Hypochondriasis</p> <p>Dissociative disorders</p> <p>Pica</p> <p>Social and cultural impacts on these conditions</p>			Eight	
7	<p>Psychosocial Treatment of Health Disorders</p> <p>Cardiovascular, digestive, and chronic pain or fatigue disorders</p> <p>Gender differences in health disorders and treatment</p> <p>Innovative treatments</p>	1, 3, 4, 5, 6	Lecture-Forum	Text - Chapter Seven	
8	<p>Substance-Related Disorders</p> <p>Alcohol, depressants, stimulants, opioids, hallucinogens, caffeine, nicotine.</p> <p>Social, cognitive, and cultural dimensions of addiction</p> <p>Ethical implications of various treatment approaches – abstinence vs. harm reduction</p>	1, 3, 4, 5, 6	<p>Lecture and video</p> <p>Forum and debate</p>	Text - Chapter Ten	
9	Personality Disorders	1, 3, 4, 5, 6	Lecture, video	Text - Chapter Eleven	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	Types of personality disorders Debates about diagnosis and treatment Genetic and neurobiological influences Innovative treatment approaches		Socratic questioning		
10	Schizophrenia and Psychotic Disorders Sub categories of schizophrenia Theories of causation Positive and negative symptoms Psychosocial approaches and work with families	1, 3, 4, 5, 6, 9	Lecture and video	Text - Chapter Twelve	RESEARCH PAPER IS DUE
11	Sexual Disorders What is normal? Paraphilias Discussion re: Gender Identity issues	1, 3, 4, 5, 6	Lecture Debate and discussion Guest Lecture	Text - Chapter Nine	
12	Developmental and Cognitive Disorders ADHD – a controversial diagnosis Alzheimer’s Disease and Dementia Treatment controversies	1, 3, 4, 5, 6	Lecture, Socratic questioning and video	Text - Chapter Thirteen	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings (to be completed before the class)	Assessments
	Neurobiological, psychological, and social influences Ethical considerations Review for final exam				
13	Final Exam				Exam
14	Course Review, Clinical Questions, Scope of Practice Review of course content, clinical questions, ethical requirements concerning ongoing upgrading of skills, and discussions related to scope of practice. Return of final exam.	7, 8, 10	Simulation – clinical consultation	Text - Chapter Fourteen	

6.0 Methods of Instruction

Lecture, videos, guest lectures, panel, and debate.

7.0 Required Texts and Other Major Course Materials

Barlow, D.H., Durand, V.M., (2012). *Essentials of Abnormal Psychology*. 6th Edition. Belmont, CA: Wadsworth.

Burstow, B. (2005). A Critique of Post Traumatic Stress Disorder and the DSM. *Journal of Humanistic Psychology*. 45 (4), 429-445. Retrieved on June 3, 2012 from <http://www.brown.uk.com/diagnosis/burstow.pdf>.

Hunter, R.H., Wilkniss, S., Gardner, W.I, & Silverstein, S.M. (2008). The multimodal functional model—advancing case formulation beyond the “diagnose and treat” paradigm: improving outcomes and reducing aggression and the use of control procedures in psychiatric care. *Psychological Services*, 5(1), 11–25.

Recommended / Supplementary Sources (Optional)

Recommended guest speakers include self-advocates or family members.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard electronic classroom.

Humber Institute of Technology and Advanced Learning

School of Social and Community Services

Discipline Elective

Course Outline

Course Name:	Organizational Behaviour
Course Number:	
Pre-requisite(s):	
Co-requisite(s):	
Course Restrictions:	
Course Equates:	
Credit Value:	3
Hours of Instruction:	42
Delivery Format:	Lecture
Qualifications Required to Teach Course:	Ph.D., Expertise in organizational behavioural practices

1.0 Course Description

This course in Organizational Behaviour provides an opportunity for students to examine individual and group behaviour in public, private and nonprofit organizations as well as, the implications for effective management and leadership roles. Beginning with the individual process to the broader organizational role, participants will explore their own motivations, decision making processes and leadership abilities. This work will in turn, create a solid foundation for understanding and transforming individual and group work behaviours based on values and attitudes, social behaviours, ABA & CBT strategies, and organizational processes. Students will be challenged to enrich their own individual careers through the application of organizational behaviour theories and behavioural skills.

2.0 Course Rationale

Students will be working in their careers for and with various individuals and organizations which have complimentary and competing interests. This course explores the various elements involved in contributing and managing successful public, private and nonprofit organizations including techniques intended to empower individuals with

the knowledge and skills to effect positive change both personally and professionally within an organization.

3.0 Course Learning Outcomes

QQF Category	At the successful completion of the course, the student will have demonstrated an ability to:
Depth and Breadth of Knowledge	<ol style="list-style-type: none"> Analyze the foundations and central guiding theories of the field of organizational behaviour while differentiating between organizational development and organizational behaviour. Compare and contrast various traditional and contemporary leadership theories and approaches including the Contingency Approach, Path-Goal Theory, Situational Leadership, the Transformational Approach, and Values-Based Leadership. Discuss the role of the self-analysis as applied to various aspects of organizational behaviour. Analyze various organizational behaviour research approaches and their successes and limitations.
Knowledge of Methodologies	<ol style="list-style-type: none"> Discuss the components of an organization's environment and describe forces that motivate organizational change. Critique techniques for improving organizational decision making and the ways that individuals can obtain and use power in an organization. Discuss various methods of managing conflict and stress both as an employee and as an employer.
Application of Knowledge	<ol style="list-style-type: none"> Compare and contrast organization culture and change in public, private and nonprofit organizations. Identify theoretical principles of behaviour analysis as applied to organizational behaviour.
Communication Skills	<ol style="list-style-type: none"> Critique the relationship among the various theories of motivation, leadership, creativity, and organizational power and politics. Analyze barriers to effective communication in an organization.
Awareness of the Limits of Knowledge	<ol style="list-style-type: none"> Discuss ethical issues and limitations of knowledge in the field of organizational behaviour. Analyze the boundaries existent in the current literature and research.
Professional Capacity/ Autonomy	<ol style="list-style-type: none"> Research new advances and knowledge in this emergent field.

4.0 Evaluation

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
Apply Organizational Behaviour theory to one's own professional experience (5	Assignment #1: Reflective writing	1, 3, 5, 6, 8, 9	5	25

Evaluation Topic	Format	Learning Outcomes Addressed	Due in Week #	%
pages)				
Leadership, decision making & professional self-care	Case Study Group Project	1, 2, 3, 4, 5, 6, 8, 9, 10	8	20
Critique a relevant article related to Organizational Behaviour	Assignment #2: Article Critique	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11	25
Analysis of Organizational Behaviour issue related to professional development (include literature review of at least 8-10 articles)	Final Paper	1-14	14	30
Total				100

5.0 Course Schedule

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
1	Organizational Behaviour as a Way of Thinking and Acting Knowing & managing yourself	1, 3, 5, 8	Lecture, group work, & reflective writing	Denhardt Text Ch. 1 & 2 Alvero & Austin (2004) article "The effects of conducting behavioral observations on the behavior of the observer" ABA International SIG website: OBM Network	
2	Fostering Creativity Process, impediments, &	1, 3, 5, 8, 9, 10	Lecture & experiential learning	Denhardt Text Ch. 3	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	techniques for fostering creativity				
3	Managing Stress Symptoms, sources, & coping mechanisms Issue of Burnout	1, 3, 5, 8, 9	Lecture, case study & group work	Denhardt Text Ch. 4 Morse (2011) article "Burnout in Mental Health Services: A Review of the Problem and Its Remediation"	
4	Decision Making Ethics, models, & techniques	1, 3, 5, 6, 8, 9	Lecture & case study	Denhardt Text Ch. 5	
5	Motivating Yourself & Others Changing perspectives & theories	1, 3, 5, 6, 8, 9, 10, 11	Lecture & experiential learning	Denhardt Text Ch. 6	Assignment #1
6	Leadership in Public Organizations Traditional & contemporary approaches to leadership Bullying in the Workforce	2, 4, 5, 6, 8, 9, 10, 11	Lecture, case study & group work	Denhardt Text Ch. 7 Van Fleet (2012) article "Towards a Behavioral Description of Managerial Bullying"	
7	Power & Organizational Politics Power & authority: the history,	1, 3, 6, 8, 9, 11	Lecture & group work	Denhardt Text Ch. 8	

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
	questioning, & balancing power structures				
8	Communicating Effectively with Others Interpersonal communication	1, 2, 3, 4, 5, 6, 8, 9	Lecture & experiential learning	Denhardt Text Ch. 9	Case Study Group Project
9	Working in Groups & Teams	1, 2, 3, 4, 5, 6, 8, 9	Lecture & experiential learning	Denhardt Text Ch. 10 Reid & Parsons (2000) article "Organizational behavior management in human service settings"	
10	Managing Conflict	7, 8, 9	Lecture, case study & group work	Denhardt Text Ch. 11	
11	Organizational Change	1, 4, 5, 6, 7, 8, 9, 10, 11	Lecture & experiential learning	Denhardt Text Ch. 12 Geller (2005) article "Behavior-based safety and occupational risk management" Diener, McGee, & Miguel (2009) article "An integrated approach for conducting a	Assignment #2

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
				behavioral systems analysis”	
12	Representing the Organization Managing Behaviour in the Public Interest	4, 5, 6, 7, 8, 9, 10, 11	Lecture & group work	Denhardt Text Ch. 13 & 14	
13	Professional Development	8, 9, 10, 11, 12, 13, 14	Lecture & experiential learning	Lyon (2010) article “Developing the Mental Health Workforce: Review and Application of Training Approaches from Multiple Disciplines” Roscoe, Fisher, Glover, & Volkert (2006) article “Evaluating the relative effects of feedback and money for staff training of stimulus preference assessments”	
14	Future Directions & Transformation The Use of Self-Assessment Social Capital and Effective Governance	1-14	Lecture & experiential learning	Lichtsteiner (2012) article “Use of Self-Assessment by Nonprofit Organization Boards: The Swiss Case” Fredette	Final Paper due

Unit	Topics	Learning Outcomes Addressed	Learning Activities	Readings(to be completed before the class)	Assessments
				(2012) article "Social Capital and Nonprofit Governancy Effectiveness"	

6.0 Methods of Instruction

Lecture, case studies, and experiential learning.

7.0 Required Texts and Other Major Course Materials

Denhardt, R.B., Denhardt, J.V., & Aristigueta, M.P. (2013). *Managing Human Behavior in Public and Nonprofit Organizations*. Thousand Oaks, CA: Sage Publications.

ABA International SIG website: OBM Network
http://www.obmnetwork.com/what_is_obm/definition_description_common_applications

Alvero, A. M., & Austin, J. (2004). The effects of conducting behavioral observations on the behavior of the observer. *Journal of Applied Behavior Analysis*, 37, 457-468.

Diener, L.H., McGee, H.M., Miguel, C.F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management*, 29, 108-135.

Fredette, C. & Bradshaw, P. (2012). Social Capital and Nonprofit Governancy Effectiveness. *Nonprofit Management & Leadership*. 22:4, 391-409.

Geller, E. S. (2005). Behavior-based safety and occupational risk management. *Behavior Modification*, 29, 539-561.

Lichtsteiner, H. & Lutz, V. (2012). Use of Self-Assessment by Nonprofit Organization Boards: The Swiss Case. *Nonprofit Management & Leadership*. 22:4, 483-506.

Lyon, A.R., Wiltsey Stirman, S., Kerns, S.E.U., & Bruns, E.J. (2011). Developing the Mental Health Workforce: Review and Application of Training Approaches from Multiple Disciplines. *Administration and Policy in Mental Health*. 38, 238-253.

Morse, G., Salyers, M.P., Rollins, A.L. Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in Mental Health Services: A Review of the Problem and Its Remediation. *Administration and Policy in Mental Health*. 39, 341-352.

Reid, D., & Parsons, M. B. (2000). Organizational behavior management in human service settings. In J. Austin & J. E. Carr (Eds.), *Handbook of applied behavior analysis*, (pp. 275-294). Reno, NV: Context Press.

Roscoe, E., M., Fisher, W. W., Glover, A. C., & Volkert, V. M. (2006). Evaluating the relative effects of feedback and money for staff training of stimulus preference assessments. *Journal of Applied Behavior Analysis*, 39, 63-77.

Van Fleet, D.D., & Van Fleet, E.W. (2012). Towards a Behavioral Description of Managerial Bullying. *Employee Responsibilities and Rights Journal*, 24, 197-215.

Recommended / Supplementary Sources (Optional)

Haas, J. R., & Hayes, S. C. (2006). When knowing you are doing well hinders performance: Exploring the interaction between rules and feedback. *Journal of Organizational Behavior Management*, 26, 91-112.

Johns, G. & Saks, A.M. (2011). *Organizational Behaviour: Understanding and Managing Life at Work* (8th ed.). Toronto: Pearson Education Canada.

Kang, K., Oah, S., & Dickinson, A. M. (2003). The relative effects of differing frequencies of feedback on work performance: A simulation. *Journal of Organizational Behavior Management*, 23, 21-54.

8.0 Non-Textbook Resources

9.0 Classroom and Equipment Requirements

The Humber “A” Standard Electronic Classroom.



HUMBER

Institute of Technology & Advanced Learning

BAA - Criminal Justice

Faculty instructor	Carmela Diano, M.Ed., M.S.W., RSW Sheldon Schwartz, M.S.W., RSW
Fax#:	416.251.1393
E-Mail:	Carmela.Diano@humber.ca Sheldon.Schwartz@humber.ca
Telephone	416-675-6622
Office Hours:	TBA
Room #:	C204 C

Course Outline Discipline Elective

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

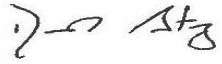
COURSE NUMBER: CRIM 252

COURSE TITLE: Case Management in Correctional Services

CREDIT VALUE: 3

PREREQUISITE: CRIM 152 – Community Corrections & PSYC 154 –
Counselling: Theory and Practice

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
Derek Stockley, **Date**
Associate Dean

I. COURSE DESCRIPTION

Students examine the major issues involved in providing case management services within a correctional environment. They focus on three major areas of theory and practice (assessment, supervision, and teamwork in effective risk management) with additional discussions on topics including special groups of offenders (female offenders, youthful offenders, Aboriginal offenders, mental health, dual diagnosis, sex offenders) victim issues, and restorative justice approaches. Through a combination of interactive lecture and small group presentations, students review and critique relevant literature and controversial topics in the management of offenders in institutional and community settings. Case study examples are used to illustrate various scenarios in theory and practice.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

10. Describe how correctional case management is delivered at the federal and provincial levels, including legislative authority and governing policies.
11. Explain the role of case managers in the supervision of offenders in institutional and community settings, especially in the areas of intake assessment, decision making, community supervision, report writing and release planning.
12. Conduct an assessment of risk, relying on clinical and actuarial measures of static and dynamic factors.
13. Identify treatment objectives and reasonable means for addressing criminogenic needs, keeping in mind best practice models and principles of effective correctional interventions.
14. Evaluate professional reports regarding clinical presentations, risk assessment, and treatment planning/progress.
15. Demonstrate appropriate interview skills, including conflict management and crisis intervention.
16. Outline ways of developing and maintaining partnerships with police, immigration, Health Canada and other programs and services available in the community.
17. Apply the professional standards expected of correctional case managers including professionalism, leadership, engagement, organizational abilities and ethics.
18. Evaluate, based upon a critical analysis of the controversies involved in community corrections, measures of official control, victim awareness and understanding, safety and restorative measures.

III. COURSE CONTENT OUTLINE *(See course critical path for weekly lecture topics and assigned readings)*

The history and the different models of case management that have been used in the correctional field are critiqued. Students explore the various phases involved in the case management process including assessment, intake, case planning and monitoring, and service coordination. They review the role and responsibilities of case managers at each stage of the correctional process in both the institutional and community contexts. They also explore the ethical issues that often arise when working as a case manager in a correctional setting. Students practice using assessment and interviewing skills to

effectively manage complicated situations. In addition, they review assessment (risk/needs) practices and the case management approach for special populations (aboriginal offenders, substance abusers, sex offenders, offenders with mental health problems and female offenders). Using a critical lens, they examine current controversies and best practices in the field. The issue of vicarious trauma and burnout are explored along with self-care strategies.

IV. REQUIRED TEXTS:

Woodside, Marianne R. & McClam, T. (2006). *Generalist Case Management: A Model of Service Delivery*. Belmont, CA:Thomson Wadsworth.

V. ADDITIONAL REFERENCES:

See course schedule for additional assigned readings.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Quizzes (best 6 of 9)	30%
Small group presentation & group paper	30%
A case management plan assignment	40%
Total	100%

IMPORTANT NOTE: All essays/assignments must be submitted first to Turnitin.com and then submitted online through Blackboard. *You must keep a copy of everything you submit*, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial: <http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive

Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Faculty:	Jeanine Webber, Ph.D., RSW Gerry Small, M.Ed.
Email:	
Faculty Availability:	TBA
Program Coordinator:	Jeanine Webber, Ph.D., RSW

DISCIPLINE ELECTIVE COURSE OUTLINE

Course Title: Youth and Crime			
Course Code: CRIM 204	Schedule Type Code: LEC	Credit Value:3	Class Hours:42
Programs: BAA – Criminal Justice	Pre-requisite(s): N/A	Co-requisite(s): N/A	
Pre-requisite for: CRIM 454 Crime Prevention			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Outline and interpret the historical development of the Canadian Correctional System.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley

Dean/Associate Dean:

Signature: 

Date: August 2013

Course Description

Students explore the pathways for youth involvement with the criminal justice system and identify “who are the youth who commit crime”. The patterns of youth crime over time in Canada are studied within the historical, social and political context. Students also review the manner in which the youth justice system responds to youth crime in Canada and its impact. The available research on youth crime and the youth justice system is examined in the context of the laws that govern it. Students critically examine the factors that influence policy decisions.

Course Rationale

It is important that future professionals working within the Criminal Justice and Justice fields appreciate the complexities involved in youth justice and are prepared to critically examine policies and practices.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Critique how Canada has and does currently respond to youth crime.
2. Apply theoretical explanations to explain youth crime.
3. Analyze the impact the youth justice system has on youth crime.
4. Evaluate how different pieces of youth legislation have impacted youth crime trends in Canada.
5. Examine the youth justice system in the context of the laws that govern it.
6. Evaluate Restorative Justice and Retributive Justice practices used with young offenders in Canada.
7. Analyze the role of the media in presenting information on youth crime.
8. Identify the trends and potential future approaches on youth crime and youth in conflict with the law.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving		Interpersonal
	Numeracy	X	Information Management		Personal Management

Learning Resources

Required Resources:

- Bell, S. J., (2012). *Young offenders and youth justice: A century after the fact* (4th ed.). Nelson.
- Electronic readings (available on the blackboard course website) in addition to the course text may be assigned.

Supplemental Resources:

- Additional resources will be posted on the course website.

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell or distribute his/her work. All members of the Humber community are required to comply with Canadian copyright law which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, is subject to certain limits and restrictions. For example, photocopying or scanning an entire textbook is not allowed, nor is distributing a scanned book.

See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Introduction to Youth Crime and Youth Justice		Chapter 1
2	Historical to Present Legislative Responses to Youth Crime	Quiz 1 (To be completed Sunday by 2359 hrs each week)	Chapter 2
3	Nature Of Youth Crime	Quiz 2	
4	Theoretical Explanations of Youth Crime	Quiz 3 & 4	Chapters 5, 6 & 7
5	Retributive Justice – Police, Courts & Sentencing	Quiz 5	Chapter 8 222- 235 Chapter 9
6	Youth Justice Committees	Quiz 6	Chapter 8 236 - 255
7	The Impact of Custody on Youth	Quiz 7	Chapter 10
8	Social Injustices – Aboriginal Youth	Quiz 8	Chapter 11 – 338 - 348

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
9	Social Injustices – Gender	Quiz 9	Chapter 11 – 350 - 363
10	Adult Sentences for Youth?	Quiz 10	Chapter 9 – 267-274
11	Where are we Headed?		Chapter 12

Please see Critical Path in Course Website for Specific Dates for your Section.

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
10 Open Book On-Line Quizzes - To be completed by 23:59 hrs on the following Sundays: September 15, 22, 29, October 6, 13, 20, 27, November 3, 10, 17	15
Literature Critique - Sunday October 6 at 23:59 hrs	20
Research Paper - Sunday November 3 rd at 23:59 hrs	25
Social Policy Creative Critique Assignment -Sunday November 17 at 23:59 hrs	15
Case Study Report /Take Home Exam– Sunday December 1 st at 23:59 hrs	25
Total:	100%

Course Specific Policies and Expectations

Attendance & Participation Requirements:

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<http://library.humber.ca/tutorials/QuoteIT/index.html>

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Late Assignments

Assignments must be completed and submitted on the scheduled date as directed. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations> In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

Humber seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Humber is dedicated to providing equal access to students with disabilities. The Disability Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.



HUMBER

Institute of Technology & Advanced Learning

BAA - Criminal Justice

Faculty instructor	Greg McElligott
Fax#:	416.251.1393
E-Mail:	greg.mcelligott@humber.ca
Office Hours:	
Room #:	C-206

Course Outline Discipline Elective

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 353

COURSE TITLE: **Comparative Criminal Justice Systems**

CREDIT VALUE: 3

PREREQUISITE: 30 credits from Year 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY: 
Derek Stockley
Associate Dean

August 2013

I. COURSE DESCRIPTION

Students examine, compare and analyze the key penal strategies operating in various international correctional systems. The unique features of several representative jurisdictions are also highlighted.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare and contrast the penal strategies at work in various correctional systems.
2. Outline the strengths and challenges inherent in each penal model, and in particular correctional systems.
3. Describe the links between penal strategies and larger imperatives related to governance, labour relations, and differing political climates.
4. Show how the role of correctional officers varies across jurisdictions.
5. Examine significant variations in inmate subcultures, and in disciplinary processes across jurisdictions.
6. Compare performance measurements like cost, effectiveness, and recidivism rates across jurisdictions.
7. Analyze the role, cost and impact of capital punishment across jurisdictions.
8. Compare and contrast the role played by corrections in the political system, social structure and quality of life in each of the countries represented.

III. COURSE CONTENT OUTLINE

1. Introduction to Comparative Penology
2. A Framework for Comparison
3. Neo-liberal Regimes: e.g., *the United States, England, Australia, or South Africa*
4. Conservative Corporatism: e.g., *Germany, the Netherlands, or France and Italy*
5. Social Democratic and Oriental Corporatism: e.g., *Sweden and Finland, Japan*
6. More Repressive (?) Regimes: e.g., *China, Russia, Iran*
7. Corrections in the Developing World: e.g., *India, Mexico, Nigeria*
8. Patterns of Penalty: e.g., *Youth in Prison, Regional Variations*
9. Emerging Issues: e.g., *Multinational Prison Companies, Prisoners & Human Rights*

IV. REQUIRED TEXTS:

There is no text for this course. All required readings are available through the "Course Readings" icon on Blackboard's home page.

V. ADDITIONAL REFERENCES:

Additional online readings are required. See Course Schedule for details. The following websites are also *recommended*, and may be required:

- International Centre for Prison Studies, University of London
- <http://www.kcl.ac.uk/depsta/rel/icps/links-resources.html>
- International Corrections and Prison Association
- <http://www.icpa.ca>

- The Images of Incarceration Archive
- (On Blackboard in “My Courses” as TUTOR A30-99)
- Tracking the Politics of ‘Crime’ and Punishment in Canada
- <http://www.tpcp-canada.blogspot.com/>

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course. This course will combine a variety of instruction techniques, including: lecture; discussions; multi-media presentations; small group exercises; online and case-study research.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

(See Course Schedule for assignment details.)

Passing Mark is 50%

Mid-Term Exam	15%
In-Class and News Assignments	20%
Group Work and Presentation	15%
Essay	25%
Final Exam	25%
	<hr/>
	100%

IMPORTANT NOTE: All essays must be submitted **first to Turnitin.com** and then submitted online through Blackboard. **You must keep a copy of everything you submit**, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College’s use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious

offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial:
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- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, contact your professor immediately. Failure to do so indicates a lack of professionalism and will be held against you if you seek to write a make-up assignment. If you are ill, etc., documentation will be required before a make-up presentation, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed by the scheduled deadline. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you need an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter. This will enable the instructor to modify the way the course is taught to facilitate participation, using resources such as the test centre and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of and adhere to the **College's and the program's Academic Regulations**. Humber's regulations can be found at:

<http://www.humber.ca/academic-regulations>

Students should also consult the **Criminal Justice Policy Manual**, which was distributed in September and is posted on Blackboard.

XIII. ACADEMIC CONCERNS/APPEALS

Any student having an academic concern or questioning an academic decision should first discuss the matter directly with the professor; then with the program coordinator if the issue cannot be resolved; then with the Dean (or designate) if the prior two steps were unsuccessful. See the College's Academic Complaint and Appeal Policy, for additional details.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) will be evaluated either through documented experience or a portfolio, then by an interview. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every reasonable effort will be made by the professor to cover all material listed in the outline. The order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, College closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification.



HUMBER

Institute of Technology & Advanced Learning

BAA - Criminal Justice

Faculty instructor	Dr. Doug Thomson
Fax#:	416.251.1393
E-Mail:	Doug.thomson@humber.ca
Office Hours:	T.B.A.
Room #:	C206

Course Outline Discipline Elective

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

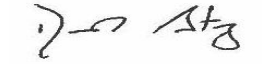
COURSE NUMBER: CRIM 454

COURSE TITLE: Crime Prevention Project

CREDIT VALUE: 3

PREREQUISITE: CRIM 151 Introduction to Criminology
 CRIM 152 Community Corrections
 PSYC 203 Conflict Management
 SOCI 251 Social Problems and the Criminal Justice System
 CRIM 204 Youth Crime
 RSMT 201 Research methods
 PSYC 301 Psychology of Criminal Conduct
 CRIM 352 Addictions and Impulse Control

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013
 Derek Stockley,
 Associate Dean

I. COURSE DESCRIPTION

Instead of being based on scientific evidence, the crime prevention and policy agenda is seemingly driven by political ideology, anecdotal evidence and trends. Building on the knowledge and skills acquired during the previous seven semesters of study in the criminological fields of social development, situational crime management and correctional incapacitation, this course challenges students to apply their skills and knowledge to develop a crime management plan using a holistic justice systems approach. Students apply their skills in statistical analysis, research methods, and conflict management in conjunction with their understanding of criminological motivators and deviant behaviour to develop a strategic implementation plan for a community partner in order to address a criminogenic challenge. The ultimate product is a stand alone implementation plan for a community group encompassing the scientific principles of evidenced based practice, measurement and crime reduction within the framework of the justice system. Students have the option of working individually or in small groups.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare and contrast the three different crime management strategies available within the justice system (social development, situational, corrections).
2. Identify best practices within a scientifically valid evidenced-based practice framework.
3. Explain the limitations of a limited approach to crime management.
4. Describe the crime prevention focus of the different stakeholder groups within the justice system (police, community, justice and corrections).
5. Illustrate the importance of statistical analysis in studying community issues.
6. Explain the importance of understanding deviant behaviour in developing management strategies for crime prevention.
7. Analyze, critique and explain the value and limitations of research methodologies being considered as best practices.
8. Locate, interpret and apply scientifically validated evidenced-based findings in crime prevention within the social, situational and corrections field offences against persons, property and public order.
9. Locate funding opportunities for crime prevention efforts supporting specific initiatives.
10. Assess research findings for initiatives under development as to their relevance and validity.
11. Develop and assess measurement strategies against how they pertain to goals.
12. Manage complex tasks in a team environment.
13. Identify external partners / stakeholders.
14. Consult with external agencies undertaking similar projects.
15. Build partnerships.
16. Consider and apply ethical standards in developing research projects.
17. Present ideas, opinions and projects to community partners.

III. COURSE CONTENT OUTLINE

Week	Topics	Readings/Assignments
1	Who is responsible for Crime Prevention – Legislative and Ethical Responsibility Project Planning – a rough guide	Constitution of Canada Sec 93 A Community Crime Management Strategy, Berube 2003 (Supplied by Prof.)
2	Problems, definitions and evaluations of Crime Prevention Community Crime Plan Project Assigned	Lab Chapter 1 –Crime and Fear Chapter 2 –Defining and Modelling C.P. Chapter 3. Evaluation of C.P.
3	Primary Crime Prevention Family, Neighbourhoods and the physical environment	Lab Chapter 4: Physical environment Chapter 5 Neighbourhoods Chapter 7 Mass Media
4	Secondary Crime Prevention Situational Crime Prevention	Lab Chapter 10: Predictions for secondary C.P. Chapter 11 Situational C.P.
5	In Class Progress Discussion/ Presentations on Projects / Progress Meeting with Teams	
6	Evidenced-Based Practice and the Science of Crime Prevention	The Maryland Scientific Scale Report: Evaluation Prevention: Elements for an Alternative Approach; http://www.crime-prevention-intl.org/publications/pub_109_1.pdf
7	Guest Speaker – Role of Corrections in Preventing Crime	Guest Speaker
8	Canada's National Crime Prevention Strategy - Strengths and Weaknesses	Review complete Web site of the National Crime Prevention Centre's Web Site. http://www.publicsafety.gc.ca/prg/cp/index-en.asp
9	Lab / Team Progress Meetings	
10	Social Development and Situational Crime Prevention	Guest Speaker
11	Group Presentations	
12	Group Presentations	
13	Community Partner feedback opportunity Feedback on presentations	
14	Submission of final projects	

IV. REQUIRED TEXTS:

- Lab S.P. (2010) *Crime Prevention Approaches, Practices and Evaluations* 7th ed

V. ADDITIONAL REFERENCES:

- Provided in class

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

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VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Essay –Evidenced Based Practice	25%
Crime Prevention Plan	50%
Peer Evaluation	10%
Community Partner Presentation	<u>15%</u>
Total	100%

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

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Faculty:	Mark Totten, Ph.D., RSW
Email:	Mark.totten@humber.ca
Faculty Availability:	TBA
Program Coordinator:	Jeanine Webber, Ph.D., RSW

COURSE OUTLINE Discipline Elective

Course Title: Gender in the Criminal Justice System			
Course Code: CRIM 302	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts in Criminal Justice	Pre-requisite(s): 30 credits from Semesters 1 - 4	Co-requisite(s): N/A	
Pre-requisite for: N/A			
Restrictions:			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
- Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
- Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
- Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Identify the challenges and rewards of working with special populations in an institutional and community setting.
- Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
- Analyze the ethical implications of criminological research in a variety of applied research settings.
- Formulate and evaluate criminological questions with clarity.
- Discuss criminological topics with an appreciation of criminological theory, of evidence, and of relevance to current debates and present the conclusions in a variety of appropriate academic formats.
- Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.

Approved By: Derek Stockley, Associate Dean:

Signature: 

Date: August 2013

Course Description

This course highlights the historical evolution of gender and crime. Contemporary theoretical perspectives regarding women and the justice system are reviewed. Particular attention is given to the gender specific pathways in to and out of crime. A contextual analysis involving societal roles, relationships, diversity, socio-economic status, education, and employment status highlight the correlation between gendered criminality and the responsiveness of the Canadian justice system. There is a critical analysis of the responsiveness and effectiveness of offender programming in the contemporary Canadian justice system.

Course Rationale

A critical understanding of gender and the criminal justice system is important. Evidence-based prevention, intervention, and correctional approaches are founded in part upon the unique and special needs of women, men, and GLBTQ individuals.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Outline the historical perspectives on gender and crime and the social responses in Canada.
2. Describe the contemporary theoretical perspectives on gender and crime.
3. Outline the gender specific pathways to criminality.
4. Explain the impact of trauma, victimization, and abuse and gendered patterns of criminality.
5. Outline the intersection of gender, race and class and how it contributes to crime.
6. Describe the impact of incarceration on female offenders and their children.
7. Outline the challenges in providing gender specific programming within the current justice system.
8. Describe the treatment issues related to mental health and offenders.
9. Evaluate the gender sensitivity or responsiveness of current correctional programming.
10. Discuss recommendations and guiding principles to create a more gender-responsive justice system.
11. Summarize and discuss society's response toward female offenders and their role as mothers.
12. Identify particular challenges one may encounter in working with female, male and GLBTQ offenders in the justice system.
13. Describe and evaluate gendered pathways into and out of the CJS (female, male, gay/lesbian/bisexual/transgender/two-spirit/questioning(people who have questions about their gender identity))
14. Describe and evaluate social construction of femininity, masculinity, and other gender types.

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X	Communication	X	Critical Thinking & Problem Solving	X	Interpersonal
	Numeracy	X	Information Management		Personal Management

Learning Resources

Required Resources:

- Rensetti, C., Goodstein, L., & Miller, S. (2006) *Rethinking Gender, Crime and Justice: Feminist Readings*. Oxford University Press
- Totten, M. (2000). *Guys, Gangs and Girlfriend Abuse (Chapter 1 'The Study of Male Violence')* UTP/Broadview.(will be posted on course website).
- Totten, M. (2000) *The Special Needs of Females in Canada's Youth Justice System*. DOJ/YSB. (will be posted on course website).
- Totten, M. (2007). *Gender Responsive Young Offender Services and the Need for Female Staff YSB* (will be posted on course website).
- Totten, M. (2012) *Nasty, Brutish and Short: The Lives of Gang Members in Canada*. James Lorimer.

Supplemental Resources:

- Correctional Service of Canada-Mental Health Strategy for Women Offenders-Jane Laishes, Mental Health, Health Services 2002
- Dowden, C. and D. A. Andrews (1999) What Works for Female Offenders: An Analytic Review. *Crime and Delinquency*, 45, (4), 438-452
- Cunningham, A. and L. Baker (2004, December) *Invisible Victims: The Children of Women in Prison*. London, Ontario.
- Hayman, S. (2006, July) *Imprisoning Our Sister: The New Federal Women's Prisons in Canada*. McGill-Queen's University Press Kingston, Ontario
- Miranda, M. & Micucci, A. (2005) Meeting Rehabilitative Needs at a Canadian Women's Correctional Centre. (2005) *The Prison Journal*, Vol. 85, (2), 168-185
- Totten, M. (2003) Girlfriend Abuse as a Form of Masculinity Construction Among Marginal Male Youth *Men and Masculinities* 6(1)
- Totten. M. (2012) The Gays in the Gang. *Journal of Gang Research*

Copyright

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See the Humber Libraries website (<http://library.humber.ca>) for additional information regarding copyright and for details on allowable limits.

Learning Delivery Format

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Gender, Crime and Criminal Justice – an Introduction	Sign Up for In-class Group Presentations	Renzetti et al., chapters 1, 2
2	Gender, Risk and Protective factors		Renzetti et al., chapters 3, 12
3	Gender, Risk and Protective Factors (cont'd)	*Start of In-Class Group Presentations Research Paper Outline Due	Totten, Guys, Gangs and Girlfriends Abuse, Chapter 1; Totten, 2007
4	The Responsivity and Treatment of Female/Male/GLBTTQ Offenders	In-Class Group Presentations Continued	Totten, The Special Needs of Females in Canada's Youth Justice System; Totten, Gays in the Gang
5	The Impact of Poverty/Race/Disability and Criminality	In-Class Group Presentations Continued	Renzetti et al., chapter 13
6	Offenders and the Mental Health System	Research Paper Due In-Class Group Presentations Continued	Totten, Nasty, Brutish and Short chapter 6
7	Offenders, Internalized and Externalized Violence, and Substance Abuse	In-Class Group Presentations Continued	Renzetti et al., chapter 8
8	Young Offenders	In-Class Group Presentations Continued	Renzetti et al., chapters 5, 6
9	Female/Male Offenders and the Sex Trade		Totten, Nasty, Brutish and Short chapter 7; Renzetti et al., chapter 9
10	Guiding Principles and Recommendations for a more Gender-Responsive Justice System; Evidence-based Models		Renzetti et al., chapter 14
11	Guiding Principles (cont'd); Evidence-based models		
12		Take Home Final Exam	

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

ASSIGNMENTS	%
Essay (due week of October 7 th)	35
In-class Presentation (Groups Sign up for a date between unit 3 – 8)	30
Take Home Final Exam (due week of December 2)	35
Total:	100%

Course Specific Policies and Expectations

Please note that **all communication** related to preparing your group presentation **must** occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are **expected to attend each class** and to **participate in a professional manner**. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience

Turn-it-in

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Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that “not knowing” the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work
- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor. If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation

Policies and Procedures

It is the student's responsibility to be aware of the College Academic Regulations which can be found on the following website: <http://www.humber.ca/academic-regulations>

In addition, and the School of Social and Community Services also has a handbook which outlines specific program-based policies and procedures. This handbook can be found on the following websites: www.humber.ca and <http://communityservices.humber.ca>

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

Academic Concern/Appeals

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Co-ordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve issues. For additional information please refer to Section 13 of College's Academic Complaint and Appeal Policy at the web site identified above.

Prior Learning Assessment Recognition (PLAR)

Course credits may be granted in recognition of prior learning, and that Application for Consideration is made through the Office of the Registrar at <http://www.humber.ca/plar,/docs/pla.pdf>. Each course outline must indicate method(s) of assessment.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X					

Disability Services

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Disability Services: <http://www.humber.ca/disabilityservices/>

North Campus: (416) 675-6622 X5180

Lakeshore Campus: (416) 675-6622 X3265

Disclaimer

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Faculty:	Frank Trovato, Ph.D.
Email:	Frank.trovato@humber.ca
Program Coordinator:	Jeanine Webber, Ph.D., RSW Jeanine.webber@humber.ca

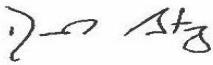
COURSE OUTLINE ACADEMIC YEAR 2013/2014

Course Title: Management in the Criminal Justice System			
Course Code: MGT. 404	Schedule Type Code: LEC	Credit Value: 3	Class Hours: 42
Programs: Bachelor of Applied Arts – Criminal Justice	Pre-requisite(s): 30 credits from semesters 1-4 , HIST 102, & CRIM 152	Co-requisite(s): n/a	
Pre-requisite for: n/a			
Restrictions: n/a			

Program outcomes emphasized in this course. Students:

- Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
- Describe and analyze the structure and operation of correctional facilities.. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.
- Describe and evaluate the complex role of the community in the Criminal Justice system.
- Identify the process of program management and measure the cost and effectiveness of correctional programs.

Approvals

Approved By: Dean/ Associate Dean:	Derek Stockley:
Signature: 	Date: August 2013

Course Description

This course examines management theory and practice as it applies to the justice sector. Trends within the Canadian Justice System and management practices are studied. Students explore the challenges of managing a human service organization in the public sector, taking into consideration financial constraints, labour relations, diversity, and the governance structure. Case studies are used to apply the theory covered in this course. In addition to leadership principles, management practices and approaches, there is a focus on personal reflection, assessment and growth.

Course Rationale

This course critically exams a range of key concepts and theoretical approaches within criminal justice organizations. It enables students to understand the political context organizations operate in as well as apply management theories to the various types of organizational structures, systems and staff.

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Differentiate between management and leadership.
2. Describe the structure and organizational culture of organizations within the criminal justice system.
3. Identify the human resource challenges within criminal justice organizations.
4. Discuss the importance of decision making in the organization.
5. Describe a rational decision making model.
6. Identify the challenges and opportunities in conflict management and describe a model of conflict behaviour and intervention.
7. Describe the importance of integrating ethics into management and leadership.
8. Identify the challenges and the opportunities of managing in a diverse culture.
9. Evaluate the effectiveness of an organization.
10. Articulate the common indicators of resistance to change in an organization.
11. Identify the organizational requirements for change to occur within an organization.
12. Discuss future trends related to management and leadership in criminal justice organizations

Essential Employability Skills

Essential Employability Skills are transferable skills that provide the foundation for a student's academic, vocational, and personal success.

X Communication	X Critical Thinking & Problem Solving	X Interpersonal
Numeracy	X Information Management	X Personal Management

Learning Resources:

- E-TEXT available (from publisher) or hardcopy from bookstore
- Stojkovic, S., Kalinich, D., and Klofas, J., (2012). *Criminal Justice Organizations: Administration and Management*, 5th edition. Thomson Wadsworth, Publishing, United States.

Supplemental Resources:

- Additional Readings will be provided by the professor as needed in class.

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Learning Delivery Format

This course will combine a variety of instruction techniques, including: lecture; discussions; simulations; presentations; small group exercises; and case-study research.

Course Content

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
1	Course orientation and Review of Evaluation	APA writing, Critical Thinking Exercises, Review HR policies	Handouts
2	Criminal Justice Organizations	Quiz 1	Chapter 1 (Stojkovic et al)
3	Structure of Criminal Justice Organizations	Quiz 2	Chapter 2 (Stojkovic et al)
4	Problems of Communication	Quiz 3	Chapter 4 (Stojkovic et al)
5	Motivation of Personnel	Article Review Due Quiz 4	Chapter 5 (Stojkovic et al)
6	Leadership	Group Presentations Quiz 5	Chapters 7 (Stojkovic et al)

UNIT	TOPIC(S)	ASSESSMENTS	RESOURCES
7	Employee Evaluation and supervision	Group Presentations Quiz 6	Chapter 8 (Stojkovic et al)
8	Occupational Socialization	Group Presentations Quiz 7	Chapters 9 (Stojkovic et al)
9	Power and Political Behaviour	Group Presentations	Chapters 10 (Stojkovic et al)
10	Organizational Conflict	Group Presentations	Chapters 11 (Stojkovic et al)
11	Decision Making	Group Presentations	Chapters 12 (Stojkovic et al)
12	Managing Change and Innovation Group presentation (Group)	Group Presentations Portfolio Due	Chapter 14 (Stojkovic et al)
13	Course Review & Feedback	Group Presentations if needed	End of Course Counselling
14	Exam Week		

Please note: this course schedule may change as resources and circumstances require.

Student Evaluations

Group presentations	20%
Book/Article Review	15%
Leadership Portfolio	30%
Quizzes (7) x (5%) drop worst score	30%
Attendance, Engagement	5%
Total	100%

The last day to withdraw from this course without Academic Penalty is November 1, 2013.

Course Specific Policies and Expectations

Attendance

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Electronic Devices

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Degree Students

In addition to meeting all program specific course and credit requirements, students must have a Cumulative Program Grade Point Average (CPGPA) of ≥ 65 in order to be eligible for graduation.

Policies and Procedures

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The Criminal Justice Degree has a policy manual which is posted on each course website. It is important for you to refer to this manual for program specific policies.

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Research Activity

This course does not include any research activities that involve human participants. Students will gather data ONLY from publically available sources.

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Challenge Exam X	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
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HUMBER

Institute of Technology & Advanced Learning

BAA - Criminal Justice

Faculty instructor	Jeanine Webber, Ph.D., RSW
Telephone #:	416-675-6622 ext 3229
Fax#:	416.251.1393
E-Mail:	Jeanine.webber@humber.ca
Office Hours:	TBA
Room #:	C204C

Course Outline Discipline Elective

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice

COURSE NUMBER: CRIM 351

COURSE TITLE: Institutional Culture

CREDIT VALUE: 3

PREREQUISITE: 30 credits from Years 1 and 2

PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:
Derek Stockley,
Associate Dean

August 2013
Date

I. COURSE DESCRIPTION

This course immerses students in the reality of the culture within a correctional institution. The prevalence of violence and substance abuse are explored. The ability and the responsibility of the correctional facility to protect inmates from harm are examined and the processes of inmate grievances are outlined. In addition, the impact of the institutional culture on the correctional officer is highlighted. There is also an opportunity to assess the reality of the institutional culture with the institutional culture that is portrayed by the media.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Compare the reality of institutional culture with that portrayed in the media.
2. Outline the process and the success rate of inmate grievances.
3. Describe the inmate sub-culture.
4. Identify the type and occurrence of inmate violence and the institutional response.
5. Discuss the issues related to substance abuse in institutions and evaluate the success of the harm reduction strategies that have been implemented.
6. Discuss the issues related to sexuality in correctional institutions.
7. Identify the challenges faced by correctional officers during their careers.
8. Discuss the role the relationship between an inmate and his/her family plays regarding the success of the rehabilitation process.
9. Identify the prevalence of gangs in correctional institutions and the relationship between that and institutional violence.
10. Identify the prevalence of suicide among inmates and strategies being used to prevent it.

III. COURSE CONTENT OUTLINE

Week	Topics
1	Introduction <ul style="list-style-type: none">○ What is culture?○ Why study institutional culture?
2, 3, 4	Inmate Subculture <ul style="list-style-type: none">○ Games inmates play○ The “inmate code”○ Institutional Inmate Committee○ Inmate grievances○ Gangs Behind Bars
5,6	Institutional Violence and Protection of Inmates. <ul style="list-style-type: none">○ Types and incidence rate of violence○ Inmate Suicide○ Hostage Situations○ Riots – What can we learn from them?
7	Family Involvement in Incarceration <ul style="list-style-type: none">○ Conjugal Visits○ Accommodation issues

Week	Topics
8, 9 & 10	Correctional Officer Subculture <ul style="list-style-type: none"> ○ Games officers play ○ The “officer code” ○ Work related Health & Stress issues ○ Qualifications & Training of Staff ○ Diversity of Correctional Officers
11	Role of Advocates <ul style="list-style-type: none"> ○ Inmate Committee ○ Lawyer ○ Correctional Investigator
12	Media Portrayal of Prisons vs. Reality
13	Emerging Issues

IV. REQUIRED TEXTS:

An electronic reader will be available on the course website with all required weekly readings.

V. ADDITIONAL REFERENCES (Some of these are required readings – see weekly schedule in course website):

- Annual Report of the Office of the Correctional Investigator 2009 - 2010
- http://www.oci-bec.gc.ca/reports/AR200506_e.asp
- Birmingham, L., Coulson, D., Mullee, M., Kamal, M., & Gregoire, A. (2006). The mental health of women in prison mother and baby units. *Journal of Forensic Psychiatry & Psychology*, 17(3), 393-404.
- Black, S. (2001). Correctional Employee Stress & Strain. *Corrections Today*, 63(6), 82.
- Brough, P & J. Williams. (2007) Managing Occupational Stress in a High-Risk Industry: Measuring the Job Demands of Correctional Officers. *Criminal Justice and Behaviour*, 34 (4), 555-567.
- Childress, R., Talucci, V., & Wood, J. (1999). Fighting the Enemy Within: Helping Officers Deal With Stress. (2005).
- Fathering Behind Bars in English Prisons: Imprisoned Fathers’ Identity and Contact with Their Children. *Fathering: A Journal of Theory, Research, & Practice about Men as Fathers*, 3(3), 221-241.
- Frühwald, S., & Frottier, P. (2005). Suicide in prison. *Lancet*, 366(9493), 1242-1244.
- Gillan, T. (2001). The Correctional Officer: One of Law Enforcement’s Toughest Positions. *Corrections Today*, 63(6), 112.
- Kerr, T., Wood, E., Betteridge, G., Lines, R., & Jürgens, R. (2004). Harm reduction in prisons: a ‘rights based analysis’. *Critical Public Health*, 14(4), 345-360.
- Light, R., & Campbell, B. (2006). Prisoners’ Families: Still Forgotten Victims? *Journal of Social Welfare & Family Law*, 28(3), 297-308.
- Morton, J. (2005, June 1). The Elderly in Prison. *Journal of Criminal Law*, 189 - 191.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

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VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Assignment 1 (Group Presentation & Paper or Book Review)	30%
Research Paper	25%
Participation & In-class Assignments	15%
Take Home Final Exam (Answer 3 of 4 Questions – Research Essay Style)	<u>30%</u>
	100%

IMPORTANT NOTE: All essays/assignments must be submitted **first to Turnitin.com** and then submitted online through Blackboard. ***You must keep a copy of everything you submit***, since we will ask for that copy immediately if anything is lost.

Turnitin

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial: <http://library.humber.ca/tutorials/QuoteIT/index.html>

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Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

SECTION 5B – NEW NON-CORE COURSE OUTLINES

The following material is current as of August 5, 2014

Course Title	Page
Citizen Science	5B-2
Extinction, Biodiversity & Human Action	5B-10
Madness and Its Myths	5B-15
Sex & Power: Women's History in North America	5B-21
Ten Technologies that Changed the World	5B-25
Traditional Chinese Medicine	5B-32
Visual Culture	5B-35

NEW Non-Core Courses

The following is a compilation of Humber's new non-core courses which have been reviewed and approved by Humber's Breadth Committee (identified as "new").

Lower versus Upper Level Course Characteristics

- All lower level courses are foundation courses.
- All upper level courses require that students have completed one lower level breadth course in at least two of the three breadth categories as a prerequisite.
- Students are required to complete one upper level breadth courses in at least two of the three breadth categories.

Approval Status	Course Title	Total Non-Core Course Credit Hours	Level	Name of Faculty Member(s)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress	Restrictions
Arts and Humanities						
NEW	Ten Technologies that Changed the World	3	Lower	Dan Hambly Jennifer Marotta	MA PhD	BIND 153 History of Technology
NEW	Sex & Power: Women's History in North America	3	Upper	Dan Hambly Angela Aujla	MA MA	None
NEW	Visual Culture: Image and Identity over Time	3	Upper	Wendy O'Brien Naveen Joshi Nathan Radke James Neilson	PhD PhD MA PhD	TBD
NEW	Madness and Its Myths	3	Lower	Douglas Wright Giosue Ghisalberti Paul Corey	PhD PhD PhD	None
Science and Technology						
NEW	Traditional Chinese Medicine	3	Lower	Danny Li	PhD	None
NEW	Citizen Science: From Genes to Galaxies	3	Upper	Stephen Stockton Leo Di Leo Mike Badyk	PhD PhD MSc	None
NEW	Extinction: Biodiversity & Human Action	3	Upper	Shelley McCabe	MSc	None

Liberal Arts and Sciences

Breadth Course

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Title: **CITIZEN SCIENCE: FROM GENES TO GALAXIES**

Course Type: Lower Level
 Upper Level

Course Category: Society, Culture and Commerce
 (SCC) Science and Technology
 (ST)

Prerequisite(s): None

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3; Lab: X; Tutorial: X) = 42 hours

Course Restrictions: *Not available to students in the following programs:*
N/A

Date of Approval: November 2013

Date of Expiry: November 2017

1.0 Course Description

We often think of scientists as highly trained people in white coats working in gleaming laboratories. But with recent developments in communications we are entering a new era of citizen science. Citizen scientists – average people without formal scientific training – have made some important contributions throughout the history of science. But through the technological ingenuity of crowd sourcing citizen scientists are now taking a leading role in scientific discovery. The sharing of “big data” generated by scientific researchers

now enables the general public to process and analyze data through user-friendly software. This inclusive process is currently contributing to making major discoveries in cancer research, climate change, environmental sustainability and our broader understanding of the universe. It is also leading to a redefinition of the scientific process itself.

This course examines the nature of the scientific process, its accomplishments and limitations in terms of generating and handling large scales of information, and the significant impacts of citizen scientists in the past and present. In particular, we examine the impacts of “big data” and contemporary citizen science in three major areas: biology and medicine, climate and environmental change, and astronomy. Students will not only study but participate in these history-making citizen science projects, and thus directly contribute to scientific progress itself.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Summarize the characteristics of science, the scientific method, and traditional and citizen models of the scientist;
2. Assess the major accomplishments and limitations of science in terms of handling large scales of information;
3. Assess how data-intensive research is transforming traditional scientific practice and debate the risks and benefits of publicly releasing a variety of ‘big data’;
4. Differentiate the capabilities and limitations of citizen science and citizen scientists compared to traditional science and scientists;
5. Illustrate the recent collective impact of citizen science discoveries using “big data” across different fields of science, including biology, environment, and astronomy;
6. Formulate the relationship between diminishing biodiversity and climate change on our planet;
7. Contrast types of measurement-based participation in some of the environmental-change-tracking citizen science projects (such as iNaturalist, *World Water Monitoring Challenge*, *Ventus*);
8. Examine the rapidly changing understanding of extrasolar planet distribution in our own Milky Way Galaxy, and the formation and evolution of all galaxies in the universe at large;
9. Appraise the classifying and analyzing skills needed to make discoveries in the astronomy citizen science projects (such as *Galaxy Zoo* and *Planet Hunters*);
10. Relate finding cures to illnesses and disorders to the acquiring of a fundamental understanding of human biology and the human genome;
11. Compare the scientific and technical skills necessary to make discoveries in biology citizen science projects (such as *Foldit*, *Phylo*, *Cell Slider*);

12. Evaluate the future of citizen science in terms of preceding accomplishments, and the policy and funding implications of this for both traditional and citizen science projects;
13. Assess whether the apparent social benefits of crowd-sourced citizen science, including increased scientific literacy and important discoveries, off-set the ethical risks of sharing big data (which often includes private data).

3.0 Methods of Instruction/Delivery Format

Online learning activities and materials.

4.0 Required Texts and Supplies

All readings are copyright approved and are drawn from open-access and subscription-access (through Humber library's online database) sources. Because often only portions of the below readings are required, total readings will be limited to a maximum of about 25 pages in any given week, with often fewer than 20.

Clery, D. (2011). Galaxy Zoo Volunteers Share Pain and Glory of Research. *Science*, Volume 333, Issue 6039, pp. 173-175.

Connor, S. (2003) 23 ways that DNA changed the world. *The Independent*.

Cooper, C. B., Dickinson, J., Kelling, S., Phillips, T., Rosenberg, K. V., Shirk, J., & Bonney, R. (2009). Citizen Science: A Developing Tool for Expanding Science Knowledge and Scientific Literacy. *Bioscience*, 59(11), 977-984. doi:10.1525/bio.2009.59.11.9

Cooper, S., Khatib, F., Treuille, A., Barbero, J., Lee, J., Beenen, M., & ... Popović, Z. (2010). Predicting protein structures with a multiplayer online game. *Nature*, 466(7307), 756-760. doi:10.1038/nature09304

Cooper, S., Treuille A., Barbero J., Leaver-Fay A., Tuite K., Khatib F., Snyder A. C., Beenen M., Salesin D., Baker D., Popović Z., & playes (2010). The Challenge of Designing Scientific Discovery Games. *Proceedings of the Fifth international Conference on the Foundations of Digital Games*.

Cowen, R. (2013) Galaxy formation: Cosmic dawn. *Nature News Feature*.

Davies, T.W., Bennie, J., Inger, R. and Gaston, K.J.; (2013) Artificial light alters natural regimes of night-time sky brightness. *Nature - Scientific Reports* 3, Article number: 1722; doi:10.1038/srep01722.

Dickinson, J.L., Zuckerberg, B., Bonter, D.N. (2010). Citizen Science as an Ecological Research Tool: Challenges and Benefits. *Annual Review of Ecology, Evolution, and Systematics*, 41, pg. 149-172.

- Dunn, B. (2012). Cancer: Solving an age-old problem. *Nature*, 483(7387), S2-S6. doi:10.1038/483S2a
- Franzoni, C. Sauermann, H (April 8, 2013). Crowd Science: The Organization of Scientific Research in Open Collaborative Projects. *Social Science Research Network*
- Hey, T. et al (2009). Jim Grey on eScience: A Transformed Scientific Method (p. xvii-xxx). *The Fourth Paradigm: Data-Intensive Scientific Discovery*. Microsoft Research.
- Howard, A.W. (2013) Observed Properties of Extrasolar Planets. *Science*. Vol. 340 no. 6132 pp. 572-576; DOI: 10.1126/science.1233545
- Huitt, W. (1998). Measurement, evaluation, and research: Ways of knowing. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.
- Kawrykow, A., Roumanis, G., Kam, A., Kwak, D., Clarence, L., Chu, W., & ... Waldispühl, J. (2012). Phylo: A Citizen Science Approach for Improving Multiple Sequence Alignment. *Plos ONE*, 7(3), 1-9. doi:10.1371/journal.pone.0031362
- Khatib, F., DiMaio, F., Cooper, S., Kazmierczyk, M., Gilski, M., Krzywda, S., & ... Baker, D. (2011). Crystal structure of a monomeric retroviral protease solved by protein folding game players. *Nature Structural & Molecular Biology*, 18(10), 1175-1177. doi:10.1038/nsmb.2119
- Kyba C.C.M., Wagner J.M., Kuechly H.U., Walker C.E., Elvidge C.D., Falchi F., Ruhtz, T., Fischer, J., and Holker, F. (2013) Citizen Science Provides Valuable Data for Monitoring Global Night Sky Luminance. *Nature - Scientific Reports* 3, Article number: 1835, doi:10.1038/srep01835.
- Lintott, C.J. et al (2008). Galaxy Zoo: morphologies derived from visual inspection of galaxies from the Sloan Digital Sky Survey. *Monthly Notices of the Royal Astronomical Society*, Volume 389, Issue 3, Pp. 1179-1189.
- Mokyr, J. (1998) The Second Industrial Revolution, 1870-1914. *Northwestern University, Department of Economics*.
- Nature Methods. (2009) Defining the scientific method. *Nature Methods*, 6(4), 237-237. doi:http://dx.doi.org/10.1038/nmeth0409-237
- Nelson, B. (2009). Data Sharing: Empty Archives. *Nature*, 461, 160-163.
- Pereira, H.M.; Navarro, L. M.; Martins, I. S. Global Biodiversity Change: The Bad, the Good, and the Unknown. *Annual Review of Environment & Resources*. Nov2012, Vol. 37, p25-50. 34p. DOI:

10.1146/annurev-environ-042911-093511.

Schwamb, M.E. et al (2013). Planet Hunters: A Transiting Circumbinary Planet in a Quadruple Star System. *Astrophysical Journal*, 768 127; doi:10.1088/0004-637X/768/2/127.

Silvertown, J. (2009). A new dawn for citizen science. *Trends in Ecology & Evolution*, Volume 24, Issue 9, September 2009, Pages 467-471, ISSN 0169-5347, 10.1016/j.tree.2009.03.017.

UNEP (2013). A summary of current climate change findings and figures. *United Nations Environment Programme*.

Urquhart, F.A. (1976). Found at last: the monarch's winter home. *National Geographic*. U.S. Department of Energy Genome Program (BERIS). (2008).

Genomics and Its Impact on Science and Society: The Human Genome Project and Beyond. *Human Genome Project*.

Vetter, J. (2011). Introduction: Lay participation in the history of scientific observation. *Science in Context*, 24(2), 127-141.

4.1. Recommended Reading (optional)

Additional recommended readings will be made available for students in Blackboard.

4.2. Course Supplies - None

5.0 Evaluation

Number and type of student evaluation components (formative and summative) plus the weighting for each component.

Reading	Assignments	(weekly)
10%		
Project	1	(measurement-focus)
25%		
Project	2	(analysis-focus)
30%		
Final	exam	(cumulative)
35%		

Total		100%
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6.0 Course Schedule

Unit	Topic	Readings/Assignments
1	THE NATURE OF SCIENCE <ul style="list-style-type: none"> The ways of knowing What is science? The scientific method Who is a scientist? Traditional and citizen models 	Huitt (1998) [4 pages] Nature Methods (2009) [1 page]
2	SCIENCE: ACCOMPLISHMENTS AND LIMITATIONS <ul style="list-style-type: none"> Accomplishments of science What are the limitations of “traditional” science? Information overload: the invisible ceiling 	Mokyr (1998) [16 pages] Connor (2003) [4 pages]
3	BIG DATA SCIENCE <ul style="list-style-type: none"> How is data-intensive research changing the traditional Scientific Method? What risks are involved in releasing “big data” to the general public? 	Hey et al (2009) [14 pages] Nelson (2009) [4 pages]
4	RE-EMERGENCE OF CITIZEN SCIENCE <ul style="list-style-type: none"> What is contemporary citizen science? Who is a citizen scientist? How and where is citizen science done? “Big data” and the possibilities and limitations of citizen science 	Vetter (2011) [11 pages] Silvertown (2009) [4 pages]
5	IMPACT OF CITIZEN SCIENCE <ul style="list-style-type: none"> Can citizen science achieve results where traditional science has not? Summary of some accomplishments of citizen science projects to date, especially in biology, environmental science and astronomy 	Urquhard (1976) [4 pages] Khatib (2011) [3 pages] Clery (2011) [3 pages]
6	ISSUES IN ENVIRONMENT <ul style="list-style-type: none"> What are the current issues and state of knowledge in climate change? What are the current issues and state of knowledge in biodiversity? 	UNEP (2013) [8 pages] Pereira et al (2012) [19 pages]

7	ISSUES IN ENVIRONMENT – CITIZEN SCIENCE PROJECTS <ul style="list-style-type: none"> • iNaturalist – record and report nature • World Water Monitoring Challenge – test water quality • Ventus – report CO₂ emissions from power plants 	Dickinson et al (2010) [19 pages]
8	ISSUES IN ASTRONOMY <ul style="list-style-type: none"> • Light pollution of the dark skies • Exoplanets – planets outside of our Solar System • Galaxies formation and evolution 	Davies et al (2013) [5 pages] Howard (2013) [5 pages] Cowen (2013) [3 pages]
9	ISSUES IN ASTRONOMY – CITIZEN SCIENCE PROJECTS <ul style="list-style-type: none"> • Globe at Night – observe the stars to measure light pollution in the sky • Planet Hunters – find hidden planets in data from the Kepler space telescope • Galaxy Zoo – classify galaxies from images taken by the Hubble Space Telescope and the Sloan Digital Sky Survey 	Kyba et al (2013) [6 pages] Schwamb (2013) – p.2-7 [6 pages] Lintott (2008) [11 pages]
10	ISSUES IN BIOLOGY <ul style="list-style-type: none"> • The Human Genome Project: humanity’s code • Genome vs. Proteome: why knowing the genes alone is not enough • The state of cancer research 	US DOE (2008) [12 pages] Dunn (2012) [5 pages]
11	ISSUES IN BIOLOGY – CITIZEN SCIENCE PROJECTS <ul style="list-style-type: none"> • Foldit – solving puzzles for science (predicting and designing protein folding structures) • Phylo – DNA puzzles (comparing genomes for better DNA sequence alignments) • Cell Slider – click to cure (analyzing real life cancer cells) 	Cooper, Khatib et al (2010) [5 pages] Cooper, Treuille et al (2010) [8 pages] Kawrykow (2012) [8 pages]

12	<p>THE FUTURE OF CITIZEN SCIENCE AND SOCIETY</p> <ul style="list-style-type: none"> • How will policy and funding decisions be affected by discoveries from citizen science projects? • Crowd-sourcing and citizen science: balancing benefits of increasing scientific literacy and discovery against ethical dangers of sharing private information in big data 	<p>Cooper, Dickinson et al (2009) [7 pages] Franzoni and Sauermann (2013) – Section 5, p. 23-34 [12 pages]</p>
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7.0 Classroom and Equipment Requirements

none

Liberal Arts and Sciences**Breadth Course**

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Course Title: Extinction: Biodiversity & Human Action
(Banner Title = EXTINCTION)

Course Type: LOWER LEVEL
 UPPER LEVEL

Course Category: Society, Culture and Commerce (SCC)
Science and Technology (ST)
 Arts and Humanities (AH)

Prerequisite(s): none

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3; Lab: 0; Tutorial: 0) = 42 hours

Course Restrictions: *Not available to students in the following programs:
None*

Approved Date: December 2013

Expiry Date: December 2017

1.0 Course Description

If current trends persist, one half of all species on earth will be extinct in less than 100 years. The results of such a loss would be devastating for humans. Biodiversity is essential to support the ecosystem services that we depend on for our wellbeing, such as food, fresh water, clean air, raw materials for construction, fuel, medicine, and the

pollination of crops. Understanding the links between human wellbeing and biodiversity is essential knowledge for the 21st century. In this class students will learn the benefits of and threats to biodiversity and evaluate some of the possible solutions to the current extinction crisis. Students will debate the role of hunting and fire suppression and identify best practices in the design of protected areas and strategies for the conservation of endangered species.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Describe the current trends of local and global biodiversity decline
2. Compare the cost of replacing ecosystem services to conserving them
3. Explain the different ways in which ecosystem stability depends on biodiversity
4. Assess the major successes and failures of Canada's federal biodiversity strategy
5. Evaluate the relative utility of different conservation strategies including conservation of functional diversity, biodiversity hotspots, keystone species and endangered species
6. Debate the role of hunting in conservation.
7. Describe the ways that a changing climate as well as habitat loss and fragmentation can contribute to species declines
8. Explain how invasive species can disrupt ecosystems
9. Debate what the appropriate conditions should be for de-extinction
10. Formulate a strategy to conserve a selected endangered species and write a mock proposal for funding to an international conservation organization
11. Develop and present a comprehensive plan to design a protected area.

3.0 Methods of Instruction/Delivery Format

Interactive lecture and discussion Audio-visual presentations

4.0 Required Texts and Supplies

All readings are from peer-reviewed science journals available from the Humber library. Chapin III, et al. (2000). Consequences of changing biodiversity. *Nature*, 5(6783), 234-243.

Deguisse, I. E., & Kerr, J. T. (2006). Protected Areas and Prospects for Endangered Species Conservation in Canada. *Conservation Biology*, 20(1), 48-55.

De Groot, R., Brander, L., van der Ploeg, S., Costanza, R., Bernard, F., Braat, L., Christie, M., Crossman, N., Ghermandi, A., Lars Hein, Hussain, S., Kumar, P., McVittie, A., Portela, R., Rodriguez, L.C., ten Brink, P., van Beukering, P. (2012) Global estimates of the value of ecosystems and their services in monetary units. *Ecosystem Services*, 1(1), 50–61

Forman, R. T. T. (2004). Road ecology's promise: What's around the bend? *Environment*, 46(4), 8-21

Harley, C. et al. (2006). The impacts of climate change in coastal marine systems. *Ecology Letters*, 9(2), 228-241

P.A. Lindsey, P.A. Roulet, S.S. Romañach (2007) Economic and conservation significance of the trophy hunting industry in sub-Saharan Africa. *Biological Conservation*, 134(4), 455–469.

Powledge, F. (2003). Island Biogeography's Lasting Impact. *Bioscience*, 53(11), 1032-1038.

Redford, K. H., Adams, W., & Mace, G. M. (2013). Synthetic Biology and Conservation of Nature: Wicked Problems and Wicked Solutions. *Plos Biology*, 11(4), 1-4.
Ripple, W.J., & Beschta, R.L. (2012) Trophic cascades in Yellowstone: the first 15 years after wolf reintroduction. *Biological Conservation*, 145(1), 205-213.

Sharma, A., Bouchard, F., Ryan, S., Parker, D., Hellmann, J.J. (2013) Species are the building blocks of ecosystem services and environmental sustainability. *Ethics, Policy & Environment*. 16(1), 29-32.

Stockton, S.A., et al. (2005) . A natural experiment on the effects of high deer densities on the native flora of coastal temperate rainforests. *Biological Conservation*, 126(1), pp. 118 - 128.

4.1. Recommended Reading (optional)

Quammen, David (1996). *The song of the dodo: island biogeography in the age of extinction*, Scribner, New York, 702p.

Humber Library guide on “writing a paper” provides helpful information that makes writing high quality academic reports both faster and easier. You should pay particular attention to their guide on citing sources in APA style found online at <http://library.humber.ca/paper/step5.php>

4.2. Course Supplies

None

5.0 Evaluation

Number and type of student evaluation components plus the weighting for each component.

Report	20%
Mid-Term Test	25%
Presentation	20%
Final	35%
Total	100%

6.0 Course Schedule

UNIT	TOPIC(S)	ASSESS- MENTS	RESOURCES (from HUMBER LIBRARY eJOURNALS see LEARNING RESOURCES for details)
1	The 6th mass extinction - the current state of biodiversity		
2	Importance of biodiversity - evaluating its worth to us		Costanza, et al. (1997)
3	How biodiversity affects ecosystem function		Chapin III, et al. (2000)
4	Island Biogeography - species area		Powledge, F. (2003)
5	Functional roles and ecological webs		Ripple, W.J., & Beschta, R.L.
6	Protected Areas - targeting the best areas for protection		Deguisse, I. E., & Kerr, J. T. (2006)
7	Conservation of Global hotspots, keystone species and endangered ecosystems		Mills, L. S., Soule, M. E., & Doak, D. F. (1993)
8	Threats: Overhunting and poverty		Kelso, B. J. (1993)

9	Threats: Habitat fragmentation		Forman, R. T. T. (2004)
10	Threats: Invasive species		Stockton, S.A. et al. (2005)
11	Threats: Climate change		Harley, C. et al. (2006)
12	The Task Ahead - Zoos, DNA conservation and de-extinction		Redford, K. H., Adams, W., & Mace, G. M. (2013)

7.0 Classroom and Equipment Requirements

None

have tried to understand madness – from God-inspired visionaries and demon-possessed souls to traumatized psyches and mis-wired brains. The course begins by examining the concept of madness from philosophical, religious, psychoanalytic, sociological and evolutionary perspectives. It will analyze some commonplace myths and representations of madness in popular culture, including the multiple personality, the violent psychopath, and the mad genius. Overall, the course considers how the study of madness can shed light on our definitions of human nature, on shifting societal labels of what is considered normal or abnormal, and how difference has often been categorized as illness.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Identify and give examples of the major historical representations of madness, with particular focus on the Western tradition;
2. Describe ancient Greek, Medieval and Renaissance accounts of madness and the subsequent links made between madness, divine gift, melancholy and creative ingenuity;
3. Explain Descartes' dualistic account of human nature as mind and body, and the connection between bodily illness and madness;
4. Describe religious attitudes toward madness and the types of explanations offered in different religious traditions; in particular, Catholicism and Scientology;
5. Recognize the cultural significance of Freud, the psychoanalytic method and subsequent conceptions of madness as a social phenomenon;
6. Discuss the gendered concept of hysteria, the association between "shell shock" and male hysteria, and give examples of other wartime traumas;
7. Explain recent approaches in psychiatry to autism and madness, including the use of the Diagnostic and Statistical Manual, the Psychopath Test, and the role of conscience in decision making;
8. Interpret sociological accounts of madness as a historically observable category linked to social control and definitions of normal/abnormal;
9. Analyze recent critiques against psychiatry and institutional forms of social control by anti-psychiatry activists;
10. Relate biological and evolutionary understandings of madness in terms of social groups, genetics and misapplications of theory to social policy;
11. Assess conventional representations of madness in news media and popular culture, including the multiple personality, the psychopathic killer and demon possession;
12. Discuss issues of dehumanization and alternative representations of madness through a patient's experience in a Toronto Psychiatric hospital in the 1950s;
13. Recognize the fundamental shortcomings of some common myths about madness.

3.0 Methods of Instruction/Delivery Format

- Interactive lecture and discussion
- Class discussions
- Small group discussions
- Formal lectures

4.0 Required Texts and Supplies

Please provide in APA format.

Babiak, R., & Hare, R. (2007). What You See May Not Be What You See. *Snakes In Suits: When Psychopaths Go To Work* (pp. 35-58). New York, NY: Harper Collins.

Burns, J. (2007). A Social Brain For A Social World. *The Descent of Madness: Evolutionary Origins of Psychosis and the Social Brain* (pp. 71-87). Toronto: Toronto University Press.

Descartes, R (1996). First Meditation: What can be called into doubt. *Meditations on First Philosophy* (pp. 12-15). Cambridge, UK: Cambridge University Press.

Foucault, M. (1984). The Great Confinement. In Paul Rabinow (Ed.). *The Foucault Reader* (pp. 124-140). New York, NY: Pantheon Books.

Frances, A. J. (2013). Fads of the Present. *Saving Normal: An Insider's revolt against out-of-control psychiatric diagnosis, DSM-5, Big Pharma, and the Medicalization of Everyday Life* (pp. 138-169). New York, NY: Harper Collins Publishers.

Freedman, R. (2010). Schizophrenia as a Philosopher's Concern. *The Madness Within Us: Schizophrenia as a Neuronal Process* (pp. 3-22). Oxford: Oxford University Press.

Fromm, E. (1990). *Mental Health And Society. The Sane Society* (pp. 67-77). New York, NY: Henry Holt And Company.

Hubbard, L.R. (1950). The Demons. *Dianetics: The Modern Science of Mental Health* (pp. 84-90). Los Angeles, CA: The American Saint Hill Organization.

Kottler, J.A. (2006). Interpretations of Meaning in the Lives of Creative Geniuses. *Divine Madness: Ten Stories of Creative Struggle* (pp. 271-284). San Francisco, CA: 2006.

McNamara, P. (2011). Devils, Witches, and the Birth of Modernity in Europe. *Spirit, Possession and Exorcism: History, Psychology, and Neurobiology Vol. 2.* (pp. 123-136). Santa Barbara, CA: Praeger.

Scull, A. (2009). The Wounds of War. *The Disturbing History of Hysteria* (pp. 152-173). Oxford: Oxford University Press.

Solomon, A. (2002). History. *The Noonday Demon: An Anatomy of Depression* (pp. 285-334). London, UK: Vintage Books.

Stout. M. (2005). The Seventh Sense. *The Sociopath Next Door* (pp. 19-35). New York, NY: Broadway Books.

Wipond, R. (2013). Pitching Mad: News Media and the Psychiatric Survivor Perspective. Ed. Brenda A. LeFrancois et al. *Mad Matters: A Critical Reader in Canadian Mad Studies* (pp. 253-264). Toronto, ON: Canadian Scholar's Press.

Wolfman. D. (2009). The Truth About Autism. In N. Angier & J. Cohen (Eds.), *The Best American Science Writing 2009* (pp. 60-72). New York, NY: Harper Collins.

4.1. Recommended Reading (optional)

Guise, R. (2013, March). The New Normal. *Walrus*. Retrieved from <http://thewalrus.ca/the-new-normal/>

Kottler, J.A. (2006). The Nature of Madness and Creativity: Myths and Realities. *Divine Madness: Ten Stories of Creative Struggle* (pp. 1-7). San Francisco, CA: 2006.

Paul, D. B., & Moore, J. (2012). The Darwinian Context: Evolution and Inheritance. Ed. Alison Bashford et al. *The Oxford Handbook of The History of Eugenics* (pp. 27-42). Oxford: Oxford University Press.

Plato & Jowtt, B. (n.d). *Phaedrus*. Champaign, Ill. [P.O. Box 2782, Champaign 61825]: Project Gutenberg.

Thornton, S. (Dec. 2010). Sigmund Freud (1856-1939). *Internet Encyclopedia of Philosophy*. Retrieved from: <http://www.iep.utm.edu/freud/>

4.2. Course Supplies

Course readings will be available to students on Blackboard.

5.0 Evaluation

Quizzes		15%
Paper	15%	
Midterm	25%	
Essay	20%	
Exam	25%	

6.0 Course Schedule

Unit	Topics	Readings
1	Madness across the Millennia <ol style="list-style-type: none"> 1. Human culture and the insider/outsider dynamic 2. Greeks and humoral theory 3. Middle Ages and divine disfavour 4. Renaissance and the melancholic genius 5. The Age of Reason and the voice of unreason 6. The Modern age and mental illness 	Solomon, A. (2002).
2	Madness, Philosophy and Creativity: <ol style="list-style-type: none"> 1. Plato and divine madness <ol style="list-style-type: none"> A. Madness as divine gift B. Madness romanticized 2. Madness and the Mind/Body Problem <ol style="list-style-type: none"> C. Dualism D. Madness and Human Nature 3. Madness and creativity <ol style="list-style-type: none"> A. The mad genius B. Creative geniuses 	Plato & Jowett, B. (n.d). Descartes, R. (1996). Kottler, J.A. (2006).
3	Madness and Religion: <ol style="list-style-type: none"> 1. Religious perspectives on madness 2. Demonology and exorcisms 3. Witch hunts and scapegoating 4. Scientology and Dianetics 	McNamara, P. (2011). Hubbard, L.R. (1950).
4	Psychoanalysis, Madness and War Trauma: <ol style="list-style-type: none"> 1. Freudian psychoanalysis <ol style="list-style-type: none"> A. The unconscious B. Tri-partite theory of mind 2. Humanistic psychotherapy <ol style="list-style-type: none"> A. Fromm on the human situation: relatedness, transcendence, rootedness & identity B. Is society insane? 	Thornton, S. (Dec. 2010). Fromm, E. (1990).

	<ul style="list-style-type: none"> 3. Madness and Warfare <ul style="list-style-type: none"> A. WWI and shell shock B. Hysteria and Gender 	Scull, A. (2009).
5	<p>Modern Psychology and the Diagnostic Account of Madness (and its critics):</p> <ul style="list-style-type: none"> 1. Development of the DSM 2. Psychopath Test 3. Conscience: what is it? 4. Case study: autism <ul style="list-style-type: none"> A. Disease model vs. Difference model 	<p>Frances, A.J. (2013).</p> <p>Wolfman, D. (2009).</p>
6	<p>Sociological Accounts of Madness:</p> <ul style="list-style-type: none"> 1. Foucault and the modern subject 2. Biopolitics 3. 1960s anti-psychiatry movement 	Foucault, M. (1984).
7	<p>Biological Accounts of Madness:</p> <ul style="list-style-type: none"> 1. Evolutionary account of madness <ul style="list-style-type: none"> A. The Social Brain B. Critique of the Cartesian cogito 2. Brains, Genes and Madness <ul style="list-style-type: none"> A. From psychotherapy to genetics B. 20th century eugenics movement and the crimes of diagnosis 	<p>Burns, J. (2007).</p> <p>Freedman, R. (2010).</p> <p>Paul, P. B., & Moore, J. (2012).</p>
8	<p>Popular Culture, Madness and Its (Mis) Representations:</p> <ul style="list-style-type: none"> 1. Psychopaths in film and at work 2. Possessed by demons 3. Multiple personality 	<p>Stout, M. (2005).</p> <p>Babiak, R., & Hare, R. (2007).</p>
9	<p>Rewriting the Story:</p> <ul style="list-style-type: none"> 1. Media and narrative arcs <ul style="list-style-type: none"> A. News stories: biases and myths B. Changing the narrative 2. Life in a Toronto asylum <ul style="list-style-type: none"> A. Memoire of a patient in the 1950s B. Dehumanization and Social 	<p>Wipond, R. (2013).</p> <p>Keele, P. (1996).</p> <p>Guise, R. (2013, March).</p>

	Control C. Human Rights 3. CAMH and the New Normal A. Beyond Stigmas and Stereotypes	
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7.0 Classroom and Equipment Requirements

Section III

(Department of Liberal Studies)

Breadth Course Proposal

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Title: *Sex & Power: Women's History in North America*

Course Type: Lower Level
 Upper Level

Course Category: Society, Culture and Commerce (SCC)
 Science and Technology (ST)
 Arts and Humanities (AH)

Prerequisite(s): [Click here to enter text.](#)

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3; Lab: X; Tutorial: X) Total = 42

Course Restrictions: *Not available to students in the following programs:*
[Click here to enter text.](#)

1.0 Course Description

Did women ever sneak onto battlefields? Why, at first, were women denied the vote? What was it like for a woman entering the workforce for the first time? Why was it assumed that the best place for a woman was in the kitchen and not the classroom? From their initial contact with First Nations to the turmoil of World War II, and from suffrage movements to the raised fists of twentieth century feminism, women have played crucial roles in North American history. In this course, students explore how ideas of gender and identity were impacted human experience, with particular emphasis on the nineteenth and twentieth centuries. Each week students examine how the preconceptions of race and class shape notions of Canadian and American culture. Students will explore topics such as patriarchy and the marginalization of women, moral regulation, domesticity, masculinity, women in the work force, political awakening, and the impact of immigration, education, and sexual politics on North American society. Finally, students will look at key historical moments through the lens of gender in order to consider the lived experiences of women during industrialization, World Wars I and II, the Great Depression, and the rise of the suburbs. The course is premised on the notion that gender relations are culturally produced, and the power struggles that result shape both Governmental policy and personal politics.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Compare and contrast the ways that gender, race, class, sexuality, technology, legislation, science, and consumerism have shaped our perceptions of femininity.
2. Assess the methodologies and demonstrate a working knowledge of the academic vocabulary of North American women's history.
3. Analyze primary documents critically by carefully deconstructing their meaning, bias, and intent, especially with regards to women's social and political roles within society.
4. Challenge "common sense" paradigms of the femininity such as the "Angel in the House" and evaluate how the theoretical concept of "Separate Spheres" has been both supported and debunked.
5. Appraise the historical contribution of women to both domestic and national economies.
6. Criticize and debate the developments of women's political awakening from the turn of the century to the present day.
7. Identify various social actors (both individual and collective) who inspired social reform, agency, and activism for women's rights.
8. Evaluate the influence of the media on the struggle for equality versus the perpetuation of gender stereotypes.
9. Critique patriarchy and discuss the ways women's rights were shaped, hindered and finally promoted in modern society.
10. Compose a thoughtful and argumentative essay based on original and secondary research.
11. Analyze how women have been used to sell both products and ideals Using historical advertisements, postcards, political campaign posters, and propaganda.
12. Evaluate the setbacks and progress of the Feminist Movement in North America including the Suffrage Movement and Maternal Feminism, the Equal Rights policies of Second-Wave feminists, and the current pluralism of Third Wave Feminists.
13. Justify how and why historians can utilize gender as a category of analysis, and clearly articulate an understanding of women's history in oral and written form.

3.0 Methods of Instruction/Delivery Format

Interactive Lecture and Discussion

Audio-visual presentations

Formal Lectures

Class discussions

4.0 Required Texts and Supplies

Copyright approved readings are available through Humber Library's databases and other legitimate sources accessible through Blackboard. Readings are available online through the JSTOR or Project Muse databases, on Reserve in the Humber Library, or can be copy-right approved and posted within the class Blackboard site.

4.1. Recommended Reading (optional)

Norton, Mary Beth, & Alexander, Ruth. (Eds.). (2007). *Major Problems in American Women's History* (4th ed.). Boston, MA: Houghton Mifflin Company.

4.2. Course Supplies

[Click here to enter text.](#)

5.0 Evaluation

- A. Primary Source Document Analysis: 20%
- B. Midterm Test #1: 25%
- C. Historical Moment Essay: 25%
- D. Final Exam: 30%

6.0 Course Schedule

Unit	Topics	Readings/Assignments
1	What is Women's History and Why is Women's History Important?	Approaches to American Women's History. <i>Major Problems (MP)</i> , 1-23. (Reserve)
2	Cultures in Conflict: Colonization, Witch Trials, & Negotiating a Place in the "New World"	Van Kirk, Sylvia. (2002) From "Marrying-In" to "Marrying-Out": Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada. <i>Frontiers: A Journal of Women Studies</i> 23 (3), 1-11. AND Reed, Isaac. (2007) Why Salem Made Sense: Culture, Gender, and the Puritan Persecution of Witchcraft. <i>Cultural Sociology</i> 1 (2), 209-234.
3	Angel in the House? The Cult of Domesticity	Welter, Barbara (Summer 1966) The Cult of True Womanhood: 1820-1860. <i>American Quarterly</i> 18 (2), 151-174 AND Roberts, Mary Louise (2002) True Womanhood Revisited. <i>Journal of Women's History</i> 14 (1) 150-155.
4	You Say You Want a Revolution: Politics, Slavery, & Patriotism	The Impact of the American Revolution. <i>MP</i> , 115-116, 117-133. (Reserve) AND Brown, Yvonne (Jan. 2008) Ghosts in the Canadian Multicultural Machine: A Tale of the Absent Presence of Black People. <i>Journal of Black Studies</i> 38 (3), 374-387.
6	MIDTERM TEST	
6	A Woman's Work is Never Done	Perry, Adele. (Spring/Summer 1995) "Oh I'm Just Sick of the Faces of Men: Gender Imbalance, Race, Sexuality and Sociability in Nineteenth Century British Columbia. <i>British Columbian Quarterly</i> (105-106), 27-44. AND Wilson, Catharine Anne. (2001) Reciprocal Work Bees and the Meaning of Neighbourhood. <i>Canadian Historical Review</i> 82 (3), 431-464.

7	Sex & Sin: Social Purity, Social Reform, & Eugenics.	McPherson, Kathryn. (2003) The Case of the Kissing Nurse. In Kathryn McPherson (Ed.) <i>Bedside Matters: The Transformation of Canadian Nursing, 1900-1900</i> . (164-204). Toronto: University of Toronto Press AND Gidney, Catherine. (Spring 2007) Dating and Gating: The Moral Regulation of Men and Women at Victoria and University Colleges, University of Toronto, 1920-60. <i>Journal of Canadian Studies</i> 41 (2), 138-160.
8	Suffrage & The Great War	Ting Yi Lui, Mary. (Sept. 2009) Saving Young Girls from Chinatown: White Slavery and Women Suffrage, 1910-1920. <i>Journal of the History of Sexuality</i> 18 (3), 393-417. AND Thurner, Manuela. (Spring 1993) "Better Citizens Without the Ballot": American AntiSuffrage Women and Their Rationale During the Progressive Era. <i>Journal of Women's History</i> 5 (1), 33-60.
9	Mrs. Consumer	Belisle, Donica. (December 2011) Crazy for Bargains: Inventing the Irrational Female Shopper in Modernizing English Canada. <i>The Canadian Historical Review</i> . 92 (4), 581-606 AND Parr, Joy. (Jan. 1997) What Makes Washday Less Blue? Gender, Nation, and Technology Choice in Postwar Canada. <i>Technology and Culture</i> . 38 (1), 153-186.
10	Scientific Motherhood	Golden, Janet & Weiner, Lynn. (Spring 2011) Reading Baby Books: Medicine, Marketing, Money and the Lives of American Infants. <i>Journal of Social History</i> . 44 (3), 667-687.
11	Hard Times For All: Women's Experiences During the Great Depression	Srigley, Katrina. (Spring 2005) In Case You Hadn't Noticed!: Race, Ethnicity, and Women's Wage-Earning in a Depression-Era City. <i>Labour/Le Travail</i> . 55, 69-105.
12	Who Was Rosie the Riveter? Women During WWII	Turnbull Canton, Susan. Fashion and War in Canada, 1939-1945. In Alexandra Palmer (Ed.), <i>Fashion a Canadian Perspective</i> (249-269). Toronto: University of Toronto Press.
13	Cold War, Suburbia & Surfing the Second Wave	Strong-Boag, Veronica. (1997) Home Dreams: Women and the Suburban Experiment in Canada, 1945-60. In Veronica Strong-Boag & Anita Clair Fellman (Eds.) <i>Rethinking Canada: The Promise of Women's History Third Edition</i> . (375-401). Toronto: Oxford University Press.
14		

7.0 Classroom and Equipment Requirements

Electronic Podium
White Board
Large Screen

Liberal Arts and Sciences**Breadth Course**

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Title: Ten Technologies that Changed the World
(Banner Title: Ten Technologies)

Course Type: X Lower Level
Upper Level

Course Category: Society, Culture and Commerce (SCC)
Science and Technology (ST)
X Arts and Humanities (AH)

Prerequisite(s): None

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3; Lab: X; Tutorial: X) = 42 hours

Course Restrictions: Not available to students in the following programs:
n/a

Approval Date: December 2013

Expiry Date: December 2017

1.0 Course Description

Why was writing crucial to the creation of civilizations? What impact did the printing press have on the spread of knowledge? In what ways was the railroad implicated in nation building? What role did the birth control pill play in the sexual revolution? What do you think is the most significant technological invention in the history of the world? The engine? Electricity? The Internet? How about the act of writing itself? These are just four of ten technologies that changed the world.

This course traces the history of technological revolution beginning with the dawn of civilization through to the Internet age. It explores the social impact of ten technologies on the history of the world, technologies that have shaped the way we communicate, travel, war with one another, control our bodies, and live our daily lives.

Ten Technologies that Changed the World situates each invention historically, socially, and geographically. It explores the relationship of these technologies to various forms of social change, such as the development of civilization, the growth of empires, family life, consumerism, globalization, sexual revolution, population growth, the gendered division of labour, the spread of knowledge and power, and the development of social media.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Define “technology” and theorize its relationship to social change.
2. Explain technological determinism and identify a technologically determinist argument.
3. Compare how technology has historically been understood and conceptualized in relation to the human experience.
4. Explain the social history of 10 major technologies (agriculture, gunpowder, writing, the printing press, the engine, electricity, photography, the Internet, penicillin, and the birth control pill) and their corresponding technological revolutions in human history (i.e. the Agricultural Revolution, the Industrial Revolution, the Gunpowder Revolution).
5. Assess the social change effected by a particular technology, using researched scholarly sources, and summarize and synthesize these changes into a written article.
6. Summarize and compare communications revolutions, such as the development of writing, print culture, and modern social media.
7. Explain major technological shifts in transportation resulting from the invention of the engine, including the airplane, train, and car.
8. Evaluate the impact of electricity on our daily lives, particularly its effects on household technology and the gendered division of labour.
9. Discuss the impact of photography on the image and how it shapes our relationship to others, the world, politics, and history itself.
10. Assess the social impact of two modern medical technologies, penicillin and the birth control pill, in relation to public health, sexual revolution, population growth, and family life.
11. Examine and discuss the potential social impact of current technological innovations, including the impact of growing up, and living, in an increasingly “wired” world.
12. Evaluate and discuss the social history of technology in terms of the theoretical frameworks of gender, class, race, power, national identity, and sexuality.

3.0 Methods of Instruction/Delivery Format

- Interactive lecture and discussion
- Formal lecture
- Audio-visual presentations
- Small group activities and discussions

4.0 Required Texts and Supplies

Buchanan, R.A. (1994). Internal Combustion and Electricity. *The Power of the Machine: The Impact of Technology from 1700 to the Present Day* (p. 73-80). London: Penguin Books.

Buchanan, R.A. (1994). Technology and People. *The Power of the Machine: The Impact of Technology from 1700 to the Present Day* (p. 197-215). London: Penguin Books.

Buchanan, R.A. (1994). The Nature of Technology. *The Power of the Machine: The Impact of Technology from 1700 to the Present Day* (p. 3-20). London: Penguin Books.

Buchanan, R.A. (1994). The Process of Technological Revolution. *The Power of the Machine: The Impact of Technology from 1700 to the Present Day* (p. 21-40). London: Penguin Books.

Buchanan, R.A. (1994). Transport from Steam Trains to Rockets. *The Power of the Machine: The Impact of Technology from 1700 to the Present Day* (p. 139-157). London: Penguin Books.

Cook, H. (2005). The English Sexual Revolution: Technology and Social Change. *History Workshop Journal*, 59, 109-128. Cowan, R.S. (1997). Automobiles and Automobility. *A Social History of American Technology* (p. 225-248). New York: Oxford University Press.

Cowan, R.S. (1997). In the Beginning. *A Social History of American Technology* (p. 1-3). New York: Oxford University Press.

Cowan, R.S. (1997). "Penicillin" and "The Birth Control Pill." *A Social History of American Technology* (p.311-327). New York: Oxford University Press.

Cowan, R.S. (1983). Twentieth Century Changes in Household Technology. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave* (p. 89-101). New York: Basic Books, Inc.

Diamond, J. (1997). Farmer Power. *Guns, Germs, and Steel: The Fates of Human Societies* (p. 85-92). New York: W.W. Norton & Company.

Diamond, J. (1997). Necessity's Mother. *Guns, Germs, and Steel: The Fates of Human Societies* (p. 239-254). New York: W.W. Norton & Company.

Eisenstein, E. (2011). Aspects of the Printing Revolution. In D. Crowley & P. Heyer (Eds.), *Communication in History: Technology, Culture, Society* (p. 78-86). Boston: Allyn & Bacon.

Eisenstein, E. (1980). The Emergence of Print Culture in the West. *Journal of Communication*, 30(1), 99-106. doi: 10.1111/j.1460-2466.1980.tb01775.x

Gnanadesikin, A. E. (2009). The First IT Revolution. *The Writing Revolution: Cuneiform to the Internet* (p.1-12). Malden, MA: Wiley-Blackwell Publishing.

Lorge, P. (2011). Development and Spread of Firearms in Medieval and Early Modern Eurasia. *History Compass* 9(10), 818-826. doi: 10.1111/j.1478-0542.2011.00802.x

McClellan III, J.E. & Dorn, H. Plows, Stirrups, Guns, and Plagues. *Science and Technology in WorldHistory: An Introduction* (p.177-182). Baltimore: The John Hopkins University Press.

Russo, J. P. (2004). New Media, New Era. *Bulletin of Science, Technology and Society*, 24(6), 500-508. doi:10.1177/0270467604270257

Sontag, S. (1973). In Plato's Cave. *On Photography* (p. 3-24). New York: Picador.

Steverson, L.A. (2005). Societal Impact. In Hillstrom, K. & Collier, H.L. *The Industrial Revolution in America: Railroads*, Volume 2 (p. 185-208). Santa Barbara, CA: ABC-CLIO.

4.1. Recommended Reading (optional)

Buchanan, R.A. (1994). *The Power of the Machine: The Impact of Technology from 1700 to the Present Day*. London: Penguin Books.

Cowan, R.S. (1997). *A Social History of American Technology*. New York: Oxford University Press. Crowley, D. & Heyer, P. (2011). *Communication in History: Technology, Culture, Society*. Boston: Allyn & Bacon.

Diamond, J. (1997). *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Company.

Pacey, A. (1990). *Technology in World Civilization: A Thousand-Year History*. Cambridge: The MIT Press.

4.2. Course Supplies

None

5.0 Evaluation

Number and type of student evaluation components (formative and summative) plus the weighting for each component.

Evaluation	Weighting
Quiz	10%
Test 1	15%
Test 2	20%
Research article & blog	25%
Final Exam	30%

6.0 Course Schedule

Unit	Topics	Readings/Assignments
1	<i>The History of Technology</i>	<p>Cowan, R.S. (1997). In the Beginning. <i>A Social History of American Technology</i> (p. 1-3). New York: Oxford University Press.</p> <p>Buchanan, R.A. (1994). The Nature of Technology. <i>The Power of the Machine: The Impact of Technology from 1700 to the Present Day</i> (p. 3-20). London: Penguin Books.</p>
2	<i>Technology and Social Change</i>	<p>Buchanan, R.A. (1994). The Process of Technological Revolution. <i>The Power of the Machine: The Impact of Technology from 1700 to the Present Day</i> (p. 21-40). London: Penguin Books.</p> <p>Diamond, J. (1997). Necessity's Mother. <i>Guns, Germs, and Steel: The Fates of Human Societies</i> (p. 239-254). New York: W.W. Norton & Company.</p>
3	<i>Technology Transforming Society: The Dawn of Civilization and the Expansion of Empires</i>	<p>Diamond, J. (1997). Farmer Power. <i>Guns, Germs, and Steel: The Fates of Human Societies</i> (p. 85-92). New York: W.W. Norton & Company.</p>

	Agriculture Gunpowder	Lorge, P. (2011). Development and Spread of Firearms in Medieval and Early Modern Eurasia. <i>History Compass</i> 9(10), 818-826. doi: 10.1111/j.1478-0542.2011.00802.x McClellan III, J.E. & Dorn, H. Plows, Stirrups, Guns, and Plagues. <i>Science and Technology in World History: An Introduction</i> (p.177-182). Baltimore: The John Hopkins University Press
4	<i>The Emergence of Print Culture: Committing Words to Paper</i> Writing The Printing Press	Gnanadesikin, A. E. (2009). The First IT Revolution. <i>The Writing Revolution: Cuneiform to the Internet</i> (p. 1-12). Malden, MA: Wiley- Blackwell Publishing. Eisenstein, E. (1980). The Emergence of Print Culture in the West. <i>Journal of Communication</i> , 30(1), 99-106. doi: 10.1111/j.1460-2466.1980.tb01775.x Eisenstein, E. (2011). Aspects of the Printing Revolution. In D. Crowley & P. Heyer (Eds.), <i>Communication in History: Technology, Culture, Society</i> (p. 78-86). Boston: Allyn & Bacon.
5	<i>On the Move: Planes, Trains, and Automobiles</i> The Engine	Steverson, L.A. (2005). Societal Impact. In Hillstrom, K. & Collier, H.L. <i>The Industrial Revolution in America: Railroads</i> , Volume 2 (p. 185-208). Santa Barbara, CA: ABC-CLIO. Cowan, R.S. (1997). Automobiles and Automobility. <i>A Social History of American Technology</i> (p. 225-248). New York: Oxford University Press. Buchanan, R.A. (1994). Transport from Steam Trains to Rockets. <i>The Power of the Machine: The Impact of Technology from 1700 to the Present Day</i> (p. 139-157). London: Penguin Books.

6	<i>The Industrialization of our Daily Lives: Work and Power in the Home</i> Electricity	Buchanan, R.A. (1994). <i>Internal Combustion and Electricity. The Power of the Machine: The Impact of Technology from 1700 to the Present Day</i> (p. 73-80). London: Penguin Books. Cowan, R.S. (1983). <i>Twentieth Century Changes in Household Technology. More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave</i> (p. 89-101). New York: Basic Books, Inc.
7	<i>Media and Society: Images and Information Meet the Machine</i> Photography The Internet	Sontag, S. (1973). In <i>Plato's Cave. On Photography</i> (p. 3-24). New York: Picador. Russo, J. P. (2004). <i>New Media, New Era. Bulletin of Science, Technology and Society</i> , 24(6), 500-508. doi: 10.1177/0270467604270257
8	<i>20th Century Medical Technology: Taking control of our bodies</i> Penicillin The Birth Control Pill	Cowan, R.S. (1997). "Penicillin" and "The Birth Control Pill." <i>A Social History of American Technology</i> (p. 311-327). New York: Oxford University Press. Cook, H. (2005). <i>The English Sexual Revolution: Technology and Social Change. History Workshop Journal</i> , 59, 109-128.
9	<i>Conclusion: A Future of Technology</i>	Buchanan, R.A. (1994). <i>Technology and People. The Power of the Machine: The Impact of Technology from 1700 to the Present Day</i> (p. 197-215). London: Penguin Books.

7.0 Classroom and Equipment Requirements

None

School of Health Sciences**Breadth Course**

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Title: Introduction to Traditional Chinese Medicine (TCM)

Course Type: Lower Level
 Upper Level

Course Category: Society, Culture and Commerce (SCC)
 Science and Technology (ST)
 Arts and Humanities (AH)

Prerequisite(s): None

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours

Course Restrictions: *Not available to students in the following programs:
None*

8.0 Course Description

Traditional Chinese Medicine (TCM) is a newly regulated healthcare profession in Ontario. It is a comprehensive body of knowledge that has evolved over 2500 years, that applies TCM theories to diagnoses, treatment and prevention of illness using a variety of TCM methods. This course provides an overview of the philosophical framework and holistic model of the practice. Students will learn the basic TCM principles, how practitioners apply these principles in recognizing the causes behind illness, and how they analyze symptoms to reach a TCM diagnosis and establish treatment plans. Through lectures, case analyses, and classroom presentations, students will learn how TCM is based on traditional use, and scientific advancements, and how acupuncture and Chinese herbal medicine are applied in the treatment of illness, in the maintenance of overall health, and in their integration within mainstream bio-medicine.

9.0 By the end of this course, students will be able to:

1. Describe the holistic practice model and basic theory of TCM
2. Define the functions of body structure and TCM pathogenic factors
3. Describe the basic concepts of TCM herbology and acupuncture
4. Apply TCM theory in recognizing diagnostic significance of symptoms
5. Differentiate health conditions based on TCM illness classification
6. Determine treatment principles in case scenarios
7. Compare the practice models of TCM and bio-medicine and describe their integration within Western society.

1. Methods of Instruction/Delivery Format

The hybrid course will be taught by the modes of in-class lectures, online modules, classroom and online discussions and small group work.

2. Required Texts and Supplies

Danny C. Li, (2013). A course pack of readings in Traditional Chinese Medicine

Maciocia, G. (2005). The foundations of Chinese medicine: A comprehensive text for acupuncturists and herbalists (2nd ed.) Philadelphia: Elsevier Churchill Livingstone.

1.1 Course Supplies

None

2. Evaluation

- Quizzes (Two {2} in class quizzes) 10%
- Assignment (Written Report and oral presentation) 20%
- Midterm Examination 30%
- Final Examination 40%

3. Course Schedule

Unit	Topics	Readings/Assignments
1	The holistic practice model of TCM (in-class)	Course pack, Part 1

		<i>The foundations of Chinese medicine, chapter 1,2</i>
2	Application of basic TCM principles in practice (in-class)	Course pack, Part 2 <i>The foundations of Chinese medicine, chapter 3,4</i> (quiz 1)
3	Body structure and function in TCM (online)	Course pack, Part 3 <i>The foundations of Chinese medicine, chapter 5,6,7,8,9</i>
4	Disease causing factors in TCM (online)	Course pack, Part 4 <i>The foundations of Chinese medicine, chapter 10,15</i>
5	General introduction to TCM herbology (in-class)	Course pack, Part 5 Group Presentations
6	Concept of meridian system and acupuncture (in-class)	Course pack, Part 6 <i>The foundations of Chinese medicine, chapter 40</i> Group Presentations
7	Midterm exam with post-exam review (in-class)	Click here to enter text.
8	Clinical diagnostic methods in TCM (in-class)	Course pack, Part 8 <i>The foundations of Chinese medicine, chapter 16</i> Group Presentations
9	Analysis of TCM diagnostic information (in-class)	Course pack, Part 9 <i>The foundations of Chinese medicine, chapter 17</i> (quiz 2) Group Presentations
10	TCM illness classification and treatment principle (online)	Course pack, Part 10 <i>The foundations of Chinese medicine, chapter 35</i>
11	Process of TCM treatment plan development (online)	Course pack, Part 11 <i>The foundations of Chinese medicine, chapter 36</i>
12	Integration of TCM and bio-medicine (in-class)	Course pack, Part 12 written report due
13	TCM treatment of common diseases (in-class)	Course pack, Part 13
14	Final exam	

4. Classroom and Equipment Requirements

A/V equipment

**Liberal Arts and
Sciences**

Breadth Course

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Title: Visual Culture: Image and Identity over Time

Visual Culture over Time

Course Type: Lower Level Upper Level

Course Category:

 Society, Culture and Commerce (SCC) Science and Technology (ST)

Arts and Humanities (AH)

Prerequisite(s): 3T

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3; Lab: X; Tutorial: X) = 42 hours

Course Restrictions: *Not available to students in the following programs:*

3T

1.0 Course Description

How do we see? How does the history of the image make us see in a particular way? Images have played a central role in every culture of which we have record and, further, images have deeply informed the human quest for knowledge, from the arts and medicine to philosophy and technology. By looking at such different images as photographs, medical drawings, tattoos, totem poles, paintings, graffiti, the course will

examine how our ways of seeing have been largely created by a given society and a historical period. Seeing, then, is not individual. We are collectively taught to see in

specific ways. By recognizing this it will become possible not only to better analyse all forms of images, but also to change our ways of seeing. Rather than merely looking at visual representations for their informational or aesthetic significance, the course will explore how many human beings and entire cultures shape their understanding of themselves through images.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Summarize different meanings of visual culture and visual literacy;
2. Explain the relationship between images and ways of seeing;
3. Critique how our visual understanding (and what is seen and represented) determines our consciousness;
4. Evaluate images and ways of seeing in different historical periods and cultures;
5. Assess how the invention of scientific instruments, e.g. the microscope, and their use in medicine has altered our perception of reality;
6. Identify the creation of images (for example, Hindu sculpture and north-American totem poles) in non-Western cultures and relate them to Western images;
7. Categorize movements in the history of painting;
8. Critique the effects of photography, film, and television on the viewer;
9. Evaluate how visual material, like hallucinations and dreams have been understood by psychiatry and have shaped our understanding of the self;
10. Describe the historical and cultural significance of tattooing;
11. Relate historical wall inscriptions to modern graffiti;
12. Summarize how visual technologies create norms of social identity;
13. Explain how visual technologies are influencing certain kinds of behavior and self- knowledge.

3.0 Methods of Instruction/Delivery Format

- Interactive lecture and discussion
- Audio-visual presentations
- Online learning activities and materials

4.0 Required Texts and Supplies

All readings, with the exception of Berger's *Ways of Seeing*, will be available on Blackboard

Aristotle. "Poetics." In: *Selected Works*. 1st ed. The Peripatetic Press. United States. pp.

633-639.

Barthes, Roland., (2003). "Extracts from Camera Lucida". In: *The Photography Reader*. 1st ed. England. Routledge. pp. 19-30.

Berger, J. (1972). *Ways of Seeing*. 8th ed. Penguin Books. England.

Curtis, G., (2006). "A Passage Underwater, The Skull on a Rock". In: *The Cave Painters: Probing the Mysteries of the World's First Artists*. 1st ed. Knopf. United States. pp.198-227.

Debord, G., (1983). "Separation Perfected". In: *Society of the Spectacle*. 2nd. Ed. United States. Black & Red. pp. 3-13.

Foucault, M., (1994) "The Visible Invisible". In: *The Birth of the Clinic: An Archaeology of Medical Perception*. 1st ed. Vintage Books. United States. pp. 149-173.

Freud, S., (1974). "On the Psychical Mechanism of Hysterical Phenomena: A Preliminary Communication." In: *Studies on Hysteria*. 1st ed. England. Penguin. pp.53-69.

Heidegger. M., (1977). "The Age of the World Picture". In: *The Question Concerning Technology and Other Essays*. 1st paperback ed. United States. Harper Torchbooks. pp.115-136.

Nelson, E. Ciuffo, A. (Producers) & Herzog W. (Director). (2010). *Cave of Forgotten Dreams*. [DVD]. France. The French Ministry of Culture and Communication.

Jansen, E. R., (1993). "The Language of the Gods." In: *The Book of Hindu Imagery: The Gods and their Symbols*. 8th ed. The Netherlands: Binkey Kok Publications. pp. 11-36.

Lewisohn, C., (2008). "Introduction: Street Art or Graffiti". In: *Street Art: The Revolution*. 1st ed. England. Tate. pp. 15-25.

Mirzoeff, N., (1998) "What is Visual Culture?". In: *The Visual Culture Reader*. 2nd ed. England. Routledge. pp. 1-13.

McLuhan, M., (1964). "The Medium is the Message" and "The Written Word: An Eye for an Ear". In: *Understanding Media: The Extension of Man*. 1st ed. England. McGraw Hill. pp. 7-23, 88-96.

Sontag S., (1978). "The Heroism of Vision". In: *On Photography*. 6th ed. United States. Farrar, Straus and Giroux. pp. 85-112.

Stewart, H., (1993). "Looking at Totem Poles". In: *Totem Poles*. 5th ed. Canada. Douglas & McIntyre. pp.33-47.

The Holy Bible, King James Version. (1999). New York: American Bible Society

Van Dinter, M.H., (2005). "Introduction". In: *The World of Tattoo: An Illustrated History*. 1st ed. The Netherlands. Kit. pp. 9-21.

4.1. Recommended Reading (optional)



Jay, M., (1993). "The Noblest of the Senses: Vision from Plato to Descartes". In: *Downcast Eyes: The Denigration of Vision in Twentieth-Century French Thought*. 1st ed. United States. pp. 21-82.

.2. Course Supplies

3T

5.0 Evaluation

Journal	10%
First Test	20%
Case Study	20%
Essay	20%
Final Test	30%
TOTAL	100%

6.0 Course Schedule

Unit	Topic	Readings/Assignments
1	VISUAL CULTURE: identifying the discipline of visual culture and how images, and events of seeing, determine human experience	Mirzoeff 1998
2	CAVE PAINTINGS: interpreting the meaning of the world's first artists and their images	Herzog 2010 Curtis 2006
3	GREECE, ROME, AND ISRAEL: examining the aesthetic, political, and religious images of classical antiquity	Aristotle 1982 Debord 1983 Genesis, Exodus, Luke
4	IMAGES OUTSIDE THE WEST: comparing the creation of visual experience in antiquity with non-western images such as Hindu iconography and the totem poles of indigenous	Jansen 1993 Stewart 1993
5	SEEING IN SCIENCE AND MEDICINE: evaluating how technological inventions, such as the microscope, contributed to our medical self-understanding	Foucault 1994

6	THE IMAGE ON CANVAS: identifying periods in the history of painting and how they reflected changes in social attitudes and beliefs	Berger 1972
7	PHOTOGRAPHY, FILM, AND TELEVISION: evaluating how photography, film, and television, as extensions of ourselves, has significant consequences for the development of identity.	Sontag 1977 Barthes 2003 McLuhan 1964
8	IMAGES ON THE BODY, IMAGES ON THE CITY: analyzing the cross-cultural and historical significance of tattooing and compiling a list of the cultural and historical significance of graffiti.	van Dinter 2005. Lewisohn 2008
9	THE UNCONSCIOUS DISTURBANCE OF VISION: outlining how hallucinations, hysteria, and dreams contributed to the history of psychiatry	Freud 1974
10	VISUAL TECHNOLOGIES: evaluating how the production of images on computers, iphones, and other visual technologies determines human consciousness and the limits of a historical period	Heidegger 1977

7.0 Classroom and Equipment Requirements

3T

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Section 6: Faculty CV's – Core Faculty

ANGELA M. BEECHER-BEEKHOO

I am a highly motivated individual who continues to seek new and rewarding career challenges that will afford me opportunities to contribute my skills and knowledge, while providing opportunities for professional development and career growth.

EDUCATION:

<i>Master of Arts, Criminology, University of Toronto</i>	June 1998
<i>Honours, Bachelor of Arts, Sociology, University of Toronto</i>	June 1995
<i>Certificate, Criminology, University of Toronto</i>	Oct 1994

PROFILE:

Strong interpersonal, counselling, interviewing, organizational, analytical, time management, research, writing, investigative, listening, communication, negotiation, and crisis management/conflict resolution skills. Trained in Windows XP, Excel, Power Point, Internet, CSC - Offender Management System

AWARDS:

Received the University of Toronto Woodsworth College **General Proficiency Prize in Criminology** for outstanding academic achievement and graduating # 1 in the Graduating Class.

CURRENT EMPLOYMENT:

MANAGER, CORRECTIONAL PROGRAMS, Correctional Service, Canada (CSC)
March 2011-Present



Oct 2004-May 2009

- Responsible for the management and co-ordination of all the correctional programming requirements of federal offenders released on conditional release and Long Term Supervision Orders in the Central Ontario District Region; which includes the Greater Toronto Area, Hamilton, Brantford & St. Catherine's.
- Responsible for the direct supervision of 20 CSC Correctional Program Officers, who deliver Accredited Correctional Programs; covering areas such as Substance Abuse, Family Violence, Anger & Emotions Management, Cognitive Skills, & Women Centred Programs. Also responsible for the direct Supervision of a staff of 3 CSC Community Employment Co-ordinators & 3 CSC Administrative Assistants.
- Responsible for formulating multi-year plans and managing an annual budget of upwards \$1,000,000.
- Required for initiating and managing all Program Contracts with the Non-Government Organizations (i.e. Salvation Army, John Howard Society, & the Elizabeth Fry Society) responsible for the delivery of our CSC accredited correctional programs.
- Required to provide expert testimony on Correctional Programs during court proceedings.

PART-TIME PROFESSOR, University of Guelph-Humber

January 2009 to present

Course taught: Community Corrections within the Justice Studies Program

PART-TIME PROFESSOR, Humber College

September 2007 to present

Courses/Sessions taught include; Community Case Management, Community Supervision, Intensive Supervision Practices, Correctional Programs, and Offenders with Addictions and Psychiatric Disorders.

Co-developed an on-line course entitled, "Offenders with Special Needs" and instructed this course in the Winter Semester 2009 through the Forensic Practice Program. Supervised an Independent Study for Humber College.

EMPLOYMENT HISTORY:

PAROLE OFFICER SUPERVISOR, Correctional Service, Canada

November 2009-February 2011

(on leave during this period)

PAROLE OFFICER, Correctional Service, Canada

September 2000-September 2004

During this period, was seconded to the **Toronto Team Supervision Unit (TSU)** for a 4-year assignment. TSU is a specialised Intensive Supervision Parole Unit of the Correctional Service of Canada that deals specifically with the higher risk and/or higher needs Federal Offenders released on conditional release to the community. Duties included the direct supervision of all aspects of the client's case and required enhanced community contact with the offender and extensive contact with Professional as well as Personal Collaterals. In addition to the supervision of conditionally released offenders, the Team Supervision Unit is also responsible for supervising offenders released with **Long Term Supervision Orders**.

ACTING PAROLE SUPERVISOR, Correctional Service, Canada

On occasion, have held the positions of **A/Parole Supervisor** at the **Toronto Team Supervision Unit, Keele Community Correctional Centre, the Downtown Toronto Parole Office** and the **Women's Supervision Unit**.

PAROLE OFFICER, Correctional Service, Canada

July 1998 - August 2000

As a Parole Officer at the Downtown Toronto Parole Office, responsibilities entailed the supervision of approximately 25-30 Federal Offenders who had been granted various forms of conditional release from a Federal Penitentiary. Was responsible for monitoring the parolee's compliance of his release conditions through in-office and community visits, urinalysis testing, and liaising with family, friends, employers, and professionals. Significant time spent counselling both offender's as well as family and friends, conducting interviews and case assessments, writing reviews, and making final recommendations to the National Parole Board.

CONSULTANT, Correctional Service, Canada, Research Branch

July 1999 - January 2000

Conducted individual interviews/assessments on Parolees for the purpose of gathering information pertaining to the impact of employment on the recidivism rates of Federal Offenders.

CONSULTANT, Wincon Security Services

July 1994 to September 1997

Conducted research, initiated policy formulation and implementation and consulted with the President on current market trends within the private security and policing industry.

PROFESSIONAL WORKSHOPS:

Cognitive Skills, Anger and Emotions Management, Counterpoint, Substance Abuse, Alternatives, Attitudes, & Associates Program, Women Centred Programs, Suicide Intervention, Motivational Interviewing, Crisis Intervention, Conducting Investigations, Clinical Community Supervision, Management Skills for Supervisors, Financial Training, Contract Training, Diversity in the Workplace, Occupational Health and Safety, Community Personal Safety, and Anti-Harassment Training. Have also worked as a **Training Officer**, delivering training on Diversity Issues within the Public Service.

SPEAKING ENGAGEMENTS:

- Guest Lecturer at Humber College, covering the domains of Parole & Correctional Programs.
- Guest Lecturer at various Toronto High Schools.
- Guest Speaker at various CSC Community Events, providing information on Parole, the Supervision of Sex Offenders and High Risk Offenders in the community.
- Testified during Court Sentencing Hearings as an "expert" on CSC Correctional Programs and Long Term Supervision Orders.

VOLUNTEERING:

POLICY ANALYST, Ministry of Solicitor General and Correctional Service, Ontario
CRIMINAL ANALYST, Criminal Intelligence Service of Ontario

Dr. Rafael Bergamasco
Licensed Psychologist

DEGREES

- Doctorate of Social Psychology. 1991.
University of Belgrano. Buenos Aires.

(accredited by U of T and basis for my license as a Psychologist)
- Magister Scientiarum in Public Administration (honors). 1991.
University of Buenos Aires. (accredited by U of T)
- Clinical Psychology Licensing Program. Psychologist License #11,602. 1986. University of Buenos Aires. (accredited by U of T)

RELEVANT WORK HISTORY

- Correctional Service of Canada. Parole. March 2000 to present. District Psychologist. Full-time.
- Private Practice. Precision Learning Centre. 1995-1998. Toronto. Psychometrist. Part-time.
- Vanier Centre for Women. Ministry of the Solicitor General and Correctional Services. Brampton. September 1993 to March 1994: Part time Psychology Intern. March 1994 to May 1995: Full-time Psychologist.
- Whitby Psychiatric Hospital. Ministry of Health. Whitby. 1993. Psychometrist I. Six months part-time.
- Seaton House (Shelter for homeless men) and Family Residence (Shelter for homeless families). Metro Toronto Hostel Services Division. Toronto. 1993-1995. Assistant Hostel Supervisor. Part-time.
- Clinical Psychologist. Private Practice. Buenos Aires. 1988-1991. Part-time.
- Hospital Dr. C. Argerich, Buenos Aires. 1986-1988. Psychopathology Service for Adults. Intern. Part-time.

TEACHING EXPERIENCE

- Humber Institute of Technology and Advanced Learning. School of Social and Community Services. Bachelor of Applied Arts. Criminal Justice Program. Psychology of Criminal Conduct Course. Fall 2012.
- University of Buenos Aires. Argentina. Facultad de Economia. Catedra de Psicosociologia de las Organizaciones. April 1989 to December 1990. (Faculty of Economy. Organizational Psychosociology Course).
- University of Buenos Aires. Argentina. Facultad de Psicologia. Catedra de Psicologia Social. April 1987 to December 1990. (Faculty of Psychology; Social Psychology Course).
- Bank of Boston Foundation, Buenos Aires, Argentina. Escuela de Administracion y Finanzas. April 1989 to December 1990. Psycosociologia de las Organizaciones. (School of Business Administration for employees of the Bank of Boston in Buenos Aires; Organizational Psychosociology Course).
- National Literacy Program for Adults. Municipality of Buenos Aires. 1986-1988. Teacher.

CONTINUING EDUCATION

Psychopathy

- Hare Psychopathy Checklist-Revised (PCL-R). Second Edition. Workshop. November 2008.
- Hare Psychopathy Checklist-Revised. Workshop. Dr. Hare. May 2003.

Sex offenders

- The Dynamic Supervision of Sexual Offenders. Correctional Service Canada. Andrew Harris. October 2006.
- Issues about Assessments and Treatments of Offenders. Correctional Service Canada Conference. January 2004.
- Low, Moderate and Maintenance National Sex Offender Programs. Assessment. Correctional Service Canada. May 2003.
- Low, Moderate and Maintenance National Sex Offender Programs. Treatment. Correctional Service Canada. June 2002.
- National Sex Offender Programs training. Correctional Service Canada. June 2000.

Criminality

- Gangs and Organized Crime. Correctional Service Canada. June 2010.

- Correctional Service Canada. Psychologist Workshop. January 2005.

Offender Assessment

- Assessment and reporting on offender suicide risk. Correctional Service Canada training. Kingston, ON. March 2013.
- Cognitive Assessment of the Aging Offender. Dr. Kirk, from the Geriatric Psychiatry Program at the Providence Care Mental Health Services of Kingston, ON. March 2012.
- Assessing Psychopathology. Correctional Service Canada. January 2002.

General and Violent Risk Assessment

- Risk Assessment of Violence. Executivelinks Conference. Dr. Resnik. October 2005.
- The Violence Risk Assessment Guide (VRAG). Correctional Service Canada. January 2002.
- The Level of Service Inventory-Revised (LSI-R). Correctional Service Canada. January 2002.

Rational Emotional Behavioral Therapy

- Advanced Training. Centre for Rational & Emotional Cognitive Behavioral Therapy. Albert Ellis Institute. October 2012.
- Primary Training course in REBT. Albert Ellis Institute. June 2011.

Cognitive Behavioral Therapy

- A brief cognitive-behavioral approach to reducing anxiety sensitivity decreases pain related anxiety. Dr. Margo Watt. Hamilton Health Sciences Centre. February 2009.
- Certificate in Cognitive Behavior Therapy. Level 1. OISE/UT-Hincks-Dellcrest. Completed May 2007.
- Treating PTSD and Complex Psychological Trauma: Recent Advances. Professional Training Workshop. John Briere. November 2005.
- Prolonged Exposure Therapy. Treatment of PTSD. Ontario Psychological Association/Hincks-Dellcrest Institute. Dr. Edna Foa. May 2001.
- Becoming the really effective supervisor. The Clinician's Institute for Training and Education. Arthur Freeman, Ed.D. June 2001.
- Treatment of Post-Traumatic Stress Disorder. Ontario Psychological Association. Dr. Edna Foa. November 1993.
- Overview of Addictions Interventions Course. Addiction Research Foundation. October 1992.

Pharmacotherapy and medication



- Basic Pharmacotherapy for Concurrent Disorders. CAMH. September- December 2011.
- Concurrent Disorders Core Course. CAMH. September-December 2010.
- Exaggerated pain behavior and malingering. Dr. Kirsh. Hamilton Health Sciences Centre. November 2009.
- Oxycontin Death. Dr. McCallum. Chief Coroner Ontario. Hamilton Health Sciences Center. October 2009.
- Methadone Treatment Online Course. October -November 2005. CAMH.
- Pharmacology Overview of Mood and Anxiety Disorders. Organized by the Ontario Psychological Association. February 2003.

Operant Behaviorism

- Introduction to Verbal Behavior. University of North Texas. Department of Behavior Analysis. Fall 2010.
- Profession/Ethical Issues. University of North Texas. Department of Behavior Analysis. Spring 2010.
- Research & Applications in Behavior Analysis University of North Texas. Department of Behavior Analysis. Spring 2009.
- Techniques in Applied Behavior Analysis. University of North Texas. Department of Behavior Analysis. Fall 2008.
- Basic Behavioral Principles. University of North Texas. Department of Behavior Analysis. Summer 2008.

Commitment and Acceptance Therapy

- Behavior Analysis Level 1. Clinical Behavioral Science Program. McMaster University. April 2007.

Cognitive assessment

- Cognitive assessment of adults. Three days of group training. Offered by Correctional Service Canada- Dr. Cotton- at the Regional Treatment Centre. Kingston, ON. November 2010.
- Review of neuro-psychological screening tools with Dr. Cotton through individualized training arrangement at Correctional Service Canada-Regional Treatment Centre, ON. Spring 2007.

Self-harm and suicide

- Suicide prevention and self-injury refresher. Offered by Correctional Service Canada. November 2009.
- Suicide Prevention. Mandatory Correctional Service Canada training for Psychologists. January 2009.

- Hope in Action: Solution Focused Suicide Prevention. Hincks-Dellcrest. Dr. Fiske. March 2008.
- Working with Impossible Clients. Hincks-Dellcrest. Dr. Dolan. November 2008.
- ASIST workshop in suicide first aid. April 2007.
- Behavioral Emergencies: Suicide Risk, Violence Risk, Vulnerable Victims. Society of Clinical Psychology. Organized by APA. August 2003.
- Suicide Intervention. Living Works. June 2000.

Hypnosis related interventions

- Hypnosis in Time. Intermediate Training in Ericksonian Hypnosis. Jeffrey Zeig. September 2003.
- Fundamentals of the Ericksonian Approach. Jeffrey Zeig. June 2003.
- Beyond Survival. Hincks-Dellcrest Institute. Dr. Yvonne Dolan. April 2002.
- The Pragmatics of Hope. Hincks-Dellcrest Institute. Dr. Yvonne Dolan. April 2002.

Family models

- Advances in Theory, Research, Assessment, and Treatment in Domestic Violence Workshop. Donald Dutton. CAMH. April 2005.
- Extern Program in Family Therapy. George Hull Centre for Children and Adolescents. 1993.
- Practicum in Family Therapy in a private practice institution. Argentina. 1989-1990.

Critical Incident Stress Management

- CISM. Advanced. International Critical Incident Stress Foundation. January 2005. Yearly two day refreshers have followed.
- Critical Incident Stress Management. Peer Support Training. Correctional Service Canada. May 2000.

Organizational

- Auditor/Lead Auditor Training Course. Ashbrooke Quality Assurance. Course No A7081-International Register of Certificated Auditors registered course. August 1998.
- Organizational Analysis Program. Training program. 1988-1989. AO Victor Martin Sciannamea & Associates.
- Professional Development in Training Program. 1988. ADCA Asociacion de Dirigentes de Capacitacion de la Argentina (Directors of Training Association of Argentina).
- Labour Psychology Seminars. 1987-1988. Universidad del Salvador. Faculty of Psychology. Argentina.

COMPETENCIES

Teaching with a learning centered approach

- Teach groups of a broad range of audiences such as adults in poor neighborhoods, teens and adults involved with the Canadian Criminal Justice System, university students of a psychology program and a business administration program, bank employees at their corporate training centre, college students and individuals with limited skills and abilities.
- Teach a variety of topics such as social psychology, organizational psychology, social and self-management skills (e.g.: relapse prevention, problem solving, emotional management and assertiveness), criminal psychology, Spanish literacy and basic math.
- Implement diverse teaching tools such as class quizzes, group exercises, written exercises, acceleration charts, role plays, power point presentations, personal diaries, interactive lectures, bibliography and internet-based clips.
- Evaluate students' oral exams, group presentations, essays, multiple choice exams, and short answer and essay exams.
- Teach and coach quite different individuals in understanding and using complex concepts adjusting my teaching style to fit their profile and motivational stage.

Written and oral communication

- Produce written reports attending to details identified in verbal and written legally protected information while discharging my duties as a Psychologist and as an appointed institutional investigator.
- Communicate orally and/or in writing with Government officials, the Parole Board of Canada, parole officers, police officers, psychologists, psychiatrists, social workers, nurses, university and college students, lawyers, and teens and adults involved with the Canadian Criminal Justice System.
- Manage confidential and legal information in a highly accountable context in accordance to regulations and procedures set by my professional College and the Federal Government.

Team work and interpersonal skills

- Participate in case management teams composed of front line half-way-house employees, employment counselors, parole officers and professionals with diverse educational, theoretical and cultural backgrounds. As a member of those teams, problem solve delicate matters that affect offenders' lives and the community's safety, while advocating for individual's needs and upholding professional standards.
- Recruit respected workers from different ranks as voluntary members of the Critical Incident Stress Management team; train and lead the team in supporting Correctional Service Canada staff during highly emotional circumstances.

- Manage disrespectful comments addressed at myself and disruptive behaviors performed in my presence deescalating and, when possible, addressing the issue informally.
- Motivate teens and adults to develop their potential, advise adults in their adjustment to difficult circumstances and give feedback about negative behaviors and characteristics to individuals.
- Participate with other psychologists in developing the curriculum of the Social Psychology course at the University of Buenos Aires.
- Participate in investigations of Correctional Service Canada's functioning in response to sensational incidents and as a member of specifically assembled small teams comprised of people from all over the country.
- Assist in the training of mental health professionals at different stages of their careers and coach two of them into being recruited as employees with Correctional Service Canada.

Diversity and multiculturalism

- Address controversial social and personal matters with groups and people from different walks of life modeling respect for dissenting values and points of view.
- Flourish in different professional and teaching environments in different cultures.
- As a teacher and as a clinician, address delicate and intimate issues with individuals whose points of view differ from mine.
- Support the development of socially meaningful initiatives such as literacy training for disadvantaged Argentinian adults and circles of support for Canadian sex offenders.

Administrative responsibilities

- Analyze the mental health service needs for my assigned geographical area, recruit mental health professionals as contractors for Correctional Service Canada's hard to serve population and allocate limited financial resources among them.
- Develop and use a documentation tracking system to enforce accountability of contractors and to distribute caseloads among a student, six contractors and myself; this tracking also assisted with resource allocation and the hiring of new staff.

Love of learning

- Having started with a solid psychodynamic training, learned and used techniques based on non-psychodynamic models with a good understanding of epistemological issues.
- Approach developments in psychological theory and techniques with curiosity, analyzing their relative utility for clinical work and sharing my opinions with colleagues and students.

RENA BOROVILOS

DEGREES

- 1983 M.A., Psychology, York University
- 1979 B.A. (Honours), Psychology, York University

EMPLOYMENT HISTORY

Program Head, Psychology, June 2007 – Present
University of Guelph-Humber, Toronto
Administer program budget; develop curriculum; communicate with University of Guelph and Humber College managers for the purpose of staffing; contribute to recruiting efforts; provide placement, conference and other opportunities for students ; organize program information and social events; Chair - Psychology Program Curriculum Committee; Member - University of Guelph-Humber Academic Management and Programs Committee.

Professor, January 2008 – Present
University of Guelph-Humber, Toronto
Teach Introductory Psychology: Principles, & Developmental Psychology

Professor, August 2002 – Present
Humber Institute of Technology and Advanced Learning, Toronto
Member – School of Liberal Arts and Sciences; Member – Psychology Cluster; teach in University of New Brunswick/Humber College Collaborative Bachelor of Nursing Program; contribute to Dual Credit Program; faculty mentor.

Professor (contract), January 2000 – April 2002
Humber College, Toronto
Taught several college and university level courses (Introductory Psychology, Life-Span Developmental Psychology, Psychology – An introduction, Developmental Psychology, Applied Psychology – Paramedic Program, Social Psychology, & Humanities).

Professor (contract), September 1999 – December 1999
Sheridan College, Oakville
Taught Psychology: Core Concepts.

Program Coordinator, 1994 - 1999
Valletta Summer Academy



Details: Developed and administered travel/study programs in Malta, Sicily, and Tunisia aimed at North American secondary school students.

Guest Lecturer, September 1993 – April 1994
University of Malta, Malta.
Introduced students to special topics in psychology.

Counselor, September 1993 – April 1994
Private Practice, Malta
Provided individual counseling to a small number of clients.

Professor (full-time), September 1987 – April 1990
Conestoga College, Kitchener
Member – School of Liberal Studies; Member – Psychology Committee.

Instructor (contract), September 1985 – April 1987
Centennial College, Toronto
Taught day and continuing education courses (Introduction to Psychology, Social Psychology, Abnormal Psychology, & Male and Female Roles in Historical Perspective).

Teaching Assistant, September 1978 – April 1985
York University, Toronto
Assisted in Introductory Psychology, Social Psychology, & Statistics courses.

HONOURS

The Guelph-Humber Student Association Faculty Award,	2009
The National Institute for Staff and Organizational Development (NISOD) Excellence Award,	2009
Humber College Distinguished Faculty Award,	2008
York University In-Course Scholarship,	1981
York University Graduate Scholarship,	1980
Ontario Graduate Scholarship,	1979

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Book Reviews:

June 2009, Review of Passer, M.W., Smith, R.E., Atkinson, M.L., Mitchell, J.B., & Muir, D.W. (2008), *Psychology: Frontiers and applications* (3rd Canadian ed.). Toronto: McGraw-Hill Ryerson.

February 2009, Review of Huffman, K., Younger, A., & Vanston, C. (2009). *Visualizing psychology* (1st Canadian ed.). Toronto: John Wiley & Sons.

October 2007, Review of Myers, D.G., & Smith, S.M. (2007). *Exploring social psychology* (1st Canadian ed.). Toronto: McGraw-Hill Ryerson.

May 2006, Review of Passer, M.W., Smith, R.E., Atkinson, M.L., Mitchell, J.B. & Muir, D.W. (2006). *Psychology: Frontiers and applications* (2nd Canadian ed.). Toronto: McGraw-Hill Ryerson.

March 2006, Review of Lefton, L.A., Brannon, L., Boyes, M.C., & Ogden, N.A. (2006). *Psychology* (3rd Canadian ed.). Toronto: Pearson. October 2005, Review of Huffman (2005). *Living Psychology*. Toronto: John Wiley & Sons.

May 2005, Review of Myers, D.G., & Spencer, S. J. (2006). *Social Psychology* (3rd Canadian ed.). Toronto: McGraw-Hill Ryerson.

Conferences:

Presenter “Bridging the High-School – College Gap for Disengaged Students Through Dual Credit Opportunities”, May 25, 2009, NISOD (National Institute for Staff and Organizational Development) 31st Annual International Conference on Teaching and Learning Excellence. Austin Convention Center, Austin, Texas
Details: A roundtable session introducing international educators to Ontario Dual Credit Programs.

Presenter “Reaching Out to Secondary School Students Facing Challenges in Graduating” (with Sasha Dookie – student, Zeynab Hassan – student, Madiha Kahn – student, Rahman Mohamed – student, Carol Ray – project coordinator, & Feven Yohannes - student); May 12, 2009, Ministry of Education/Faculties of Education Forum 2009. Ontario Institute for Studies in Education, University of Toronto, Toronto
Details: A Ministry Presentation on Humber College’s approach to Dual Credit Program delivery.

Contributor “Reaching New Heights in Introductory Psychology”; February 6 & 7, 2009, McGraw-Hill Ryerson Top of the Tower Symposium 2009. CN Tower, Toronto
Details: Discussion of key issues, new technologies, and alternate delivery methods related to teaching Introductory Psychology.

- Presenter “Come On Over Good Neighbour: How Humber College is Helping Local Secondary School Students Make the Transition to College” (with Sasha Dookie – student, Ken Harrison – project administrator , Latonya Lindsay – student, & Carol Ray – project coordinator); June 5, 2008, *Showcase – Connecting Communities*. Humber College, Toronto
Details: Panel presentation on a Humber College pilot project allowing area high school students to enroll in college courses for high school and college credit.
- Presenter “Come On Over Good Neighbour: How Humber College is Helping Disengaged North Etobicoke Secondary School Students Make the Transition to College” (with Sasha Dookie – Student, Ken Harrison – administrator, & Latonya Lindsay – student); May 27, 2008, *Association of Canadian Community Colleges (ACCC) Annual Conference*. Prince George, British Columbia
Details: Panel presentation on the development and delivery of a unique Humber College dual-credit social psychology course meant to help disengaged high school students take steps toward a college education.
- Presenter “The Cultural Shift: Orientation to College Through Dual-Credit Initiatives” (with Marion Barker – Guidance Counsellor, Anthony Deonarian – student, Zauna Ann Hewling – student, Madiha Kahn – student, & Carol Ray – project leader); May 13, 2008, *School/College/Work Initiative Provincial Symposium – Destination College: Pathways to the Future*. Humber College, Toronto
Details: Panel presentation on the challenges and successes of engaging high school students in college courses to help them adapt to college culture.
- Contributor “Round Table Discussion”; November 16, 2007, *McGraw-Hill Ryerson Psychology Symposium*. The Cosmopolitan Hotel, Toronto
Details: Discussion of challenges, issues, and trends faced by Ontario psychology professors.
- Presenter “Clicking for Success” (with Tom Olien); June 7, 2007, *Showcase – Creativity and Learning*. Humber College, Toronto
Details: Interactive session on the use of Student Response Systems in the classroom.
- Contributor “Round Table Discussion”; October 18 – 19, 2006, *McGraw-Hill Ryerson Symposium* The Pantages Hotel, Toronto
Details: Discussion of successes and challenges faced by professors teaching introductory psychology courses
- Delegate, *ACCC Annual Conference*, May 28 – 31, 2006, Calgary, Alberta

Voting Delegate, *ACCC Annual Conference*, May 31 – June 3, 2004, Saskatoon, Saskatchewan

Lecture Series:

Founder and Director, *The University of Guelph-Humber Psychology Lecture Series*,
September 2007 – Present, University of Guelph-Humber, Toronto

Details: Launched along with the University of Guelph-Humber Psychology Program, this lecture series invites University of Guelph-Humber and Humber College students, faculty, staff, and administrators to engage with timely topics and issues in psychology.

PROFESSIONAL DEVELOPMENT

21st Annual Peel District School Board Psychology Conference – Boys Adrift: An Emerging Epidemic of Apathy, a presentation by Dr. Leonard Sax, April 29, 2009.

Mississauga Living Arts Centre, Mississauga

20th Annual Peel District School Board Psychology Conference – Bullies: Their Making and Unmaking, a presentation by Dr. Gordon Neufeld, May 7, 2008.

Mississauga Living Arts Centre, Mississauga

Ontario College Counsellors (OCC)/ College Committee on Disability Issues (CCDI) Conference, May 16 – 18, 2006.

Humber College, Toronto

The First League/Vanguard Learning College Conference, May 16 – 19, 2004.

University of Toronto, Toronto

New Faculty Professional Development Program, August 2002 – September 2003

Humber College, Toronto

Showcase, have attended annually since June 2000.

Humber College, Toronto

University Of Guelph-Humber Committees:

Member, *Academic Management and Programs Committee*, June 2007 – Present

Chair, *Psychology Program Curriculum Committee*, February 2008 – Present

Humber College Committees:



Member, *Tragic Event Support Network*, July 2009 - Present

Member, *Stop/Look Working Committee*, September 2008 – July 2009.

Member, *Research Ethics Board*, March 2006 – 2008

Member, *General Education Awards Committee*, September 2004 – September 2008

Chair, *General Education Awards Committee*, September 2005 – November, 2007

Member, *Academic Council*, 2003 – 2007

Member, *Executive Committee, Academic Council*, 2003 - 2006

Special Projects/Assignments:

Contributor *Dual Credit Research Group*, June, 2009 – present
Details: Comprised of Humber staff, faculty, and administrators, including the Dean of Research, this group is working to establish a research project that will study the success of Dual Credit programs in Ontario; met with Ministry of Education staff on July 9.

Member *School-College-Work Initiative (SCWI) Dual Credit Program Communication Package Writing Team*, July 22 – 23
Details: Comprised of secondary school teachers, TDSB/TCD representatives, and college professors/administrators, this team helped develop communication material aimed at dual credit stakeholders, including students, parents, secondary school teachers, college professors, and administrators (Ministry of Education, college, secondary school, and Boards of Education); met at George Brown College on July 22 and Humber College on July 23.

Contributor *Dual Credit Pilot Project*, January 2007 – present
Details: Developed and delivered Humber College's first academic dual credit course (Social Psychology) to North Etobicoke secondary school students, January 2007 – December 2007; active in activities, projects and conferences related to dual credit programming.

Member *The School of Health Sciences/Liberal Arts and Sciences Review Group*, November, 2005.

Details: Reviewed document submitted to Canadian Association of Schools of Nursing (CASN) for accreditation of UNB/Humber Collaborative Bachelor of Nursing Program

MENTORING/FACILITATING

Mentor: University of Guelph-Humber Psychology Students

Faculty Advisor: University of Guelph-Humber Psychology Society

Mentor: new Humber College Continuing Education psychology faculty

Mentor: new Humber College Liberal Arts and Sciences psychology faculty

Facilitate: the professional development of new Humber College faculty through class visits

Faculty Advisor: UNB/Humber student “wellness and stress management” group

Mentor: University of Waterloo co-op students interested in psychology

Interviewee: for Humber College and University of Guelph-Humber Radio, TV, and Journalism students

COURSES TAUGHT IN PAST FIVE YEARS

Introductory Psychology

Degree level: University of New Brunswick/Humber College Collaborative Bachelor of Nursing Program (lecture format)

Lifespan Development

Degree level: University of New Brunswick/Humber College Collaborative Bachelor of Nursing Program (lecture format)

Introductory Psychology – Principles

Degree level: University of Guelph-Humber (lecture format)

Developmental Psychology

Degree level: University of Guelph-Humber (lecture format)

Social Psychology

Diploma level: Humber College (lecture format)

PUBLICATIONS

Article

Greenglass, E., & Borovilos, R. (1985). Psychological correlates of fertility plans in unmarried women. *Canadian Journal of Behavioural Sciences*, 17(2): 130-139.

Other

PowerPoint Presentation, accompanying Wade, C., Tavis, C., & Poole, G. (2006). *Invitation to psychology* (2nd Canadian ed.). Toronto: Pearson.

Test Bank, accompanying Santrock, J.W. & Mitterer, J.O. (2006). *Psychology* (3rd Canadian ed.). Toronto, McGraw- Hill Ryerson.

KIMBERLY COSTELLO

EDUCATION

- Ph.D. Social-Personality Psychology, Brock University (2013)
- M.A. Social-Personality Psychology, Brock University (2008)
- B.A. Psychology (First Class Honours), Brock University (2006)

ACADEMIC APPOINTMENTS

- 2013-Present: Professor, English & Liberal Studies, Seneca College, Toronto
- 2012-2013: Sessional Professor, Liberal Arts & Sciences, Humber College, Toronto
- 2011-2012: Lecturer, Department of Psychology, Brock University, St. Catharines
- 2003-2011: Teaching Assistant, Brock University, St. Catharines

SCHOLARLY ACTIVITIES

Articles in Refereed Journals

Dhont K, Hodson G, Costello K & MacInnis CC (2014). Social dominance orientation connects prejudicial human-human and human-animal relations. *Personality and Individual Differences*, 61-62, 105-108.

Costello K & Hodson G (in press). Lay perceptions of the causes of and solutions to dehumanization and prejudice: Do non-experts recognize the role of human-animal relations? *Journal of Applied Social Psychology*.

Costello K & Hodson G (in press). Explaining dehumanization among children: An interspecies model of prejudice. *British Journal of Social Psychology*.

Book A, Costello K & Camilleri J (in press). Psychopathy and victim selection: The use of gait as a cue to vulnerability. *Journal of Interpersonal Violence*.

Hodson G, Choma BL, Boisvert J, Hafer CL, MacInnis C & Costello K (2013). The role of intergroup disgust in predicting outgroup prejudice. *Journal of Experimental Social Psychology* *Journal of Experimental Social Psychology*, 49, 195-205.

Bastian B, Costello K, Loughnan S & Hodson G (2012). When closing the human-animal divide expands moral concern: The importance of framing. *Social Psychological and Personality Science*, 3, 421-429.

Choma BL, Hodson B & Costello K (2012). Intergroup disgust sensitivity as a predictor of Islamophobia: The modulating effect of fear. *Journal of Experimental Social Psychology*, 48, 499-506.

Costello K & Hodson G (2011). Social dominance-based threat reactions to immigrants in need of assistance. *European Journal of Social Psychology*, 41, 220-231.

Costello K & Hodson G (2010). Exploring the roots of dehumanization: The role of animal-human similarity in promoting immigrant humanization. *Group Processes and Intergroup Relations*, 13, 3-22.

Hodson G, Choma BL & Costello K (2009). Experiencing alien-nation: Effects of a simulation intervention on attitudes toward homosexuals. *Journal of Experimental Social Psychology*, 45, 974-978.

Hodson G & Costello K (2007). Interpersonal disgust, ideological orientations, and dehumanization as predictors of intergroup attitudes. *Psychological Science*, 18, 691-698.

Wheeler S, Book AS & Costello K (2009). Psychopathic traits and accuracy in victim selection. *Criminal Justice and Behavior*, 36, 635-648.

Edited Book Chapters

Hodson G, Costello K & MacInnis CC (2013). Is intergroup contact beneficial among intolerant people? Exploring individual differences in the benefits of contact on attitudes. In G. Hodson & M. Hewstone (Eds.), *Advances in intergroup contact* (pp 49-80). London, UK: Psychology Press.

Hodson G, MacInnis CC & Costello K (2013). (Over)Valuing “Humanness” as an Aggravator of Intergroup Prejudices and Discrimination. In P.G. Bain, J. Vaes, & J-Ph. Leyens (Eds.) *Humanness and dehumanization*. Psychology Press.

Manuscripts Under Review

Book A, Hunter C, Costello K & Gauthier N (2012). Walking the self-talk: The effect of cognition and victimization history on gait. *Violence and Victims*.

Non-Peer Reviewed Publications

Hodson G & Costello K (2012). The human cost of devaluing animals. *New Scientist*, 2895, 34-35.

GRANTS AND FELLOWSHIPS

- Social Sciences and Humanities Joseph-Armand Bombardier Scholarship (2008)
- Dean of Graduate Studies Entrance Scholarship (2008)
- Ontario Graduate Scholarship (2008-declined)
- Social Sciences and Humanities Canada Graduate Fellowship (2007)
- Ontario Graduate Scholarship (2007-declined)
- Ontario Graduate Scholarship (2006)

ACADEMIC DISTINCTION AND AWARDS

- Canadian Psychological Association Certificate of Academic Excellence (2013)
- Distinguished Graduate Student Award, Brock University (2013)
- Canadian Psychological Association Certificate of Academic Excellence (2009)
- Distinguished Graduate Student Award (2009)
- Wendy Murphy Memorial Award for Academic Excellence and Collegiality (2009)
- Dr. Raymond and Mrs. Moriyama Graduate Fellowship for Academic Innovation (2009)
- Board of Trustees Spirit of Brock Award for Academic Excellence and Leadership (2008)
- Canadian Psychological Association Certificate of Academic Excellence (2006)
- Department of Psychology Writing Award (2006)

CONFERENCE PRESENTATIONS

Costello K & Hodson G (Feb 2014). *The consequences of devaluing non-human animals: Interspecies Model of Prejudice*. Poster presented at the 15th annual meeting of the Society for Personality and Social Psychology, Austin, TX.

Costello K & Hodson G (Jan 2012). *Dehumanization and the human-animal divide: A developmental perspective*. Poster accepted for presentation at the 13th annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Costello K & Book A (May 2011). *Psychopathy and victim selection*. Poster presented at the 4th biennial meeting of the Society for the Scientific Study of Psychopathy, Montreal, QC.

Costello K & Hodson G (Jan 2010). *Exploring the roots of dehumanization: The role of animal-human similarity*. Poster presented at the Society for Personality and Social Psychology 11th Annual Meeting, Las Vegas, NV.

Costello K & Hodson G (June 2009). *Reactions to experimentally-induced immigrant threat: A social dominance orientation x intergroup threat analysis*. Poster presented at the Canadian Psychological Association 70th Annual Convention, Montreal, QC.

Costello K & Hodson G (May 2009). *Ideologically-based threat reactions to immigrants in need of assistance*. Talk presented at the 4th Annual Brock Psychology Department In-House Conference, St. Catharines, ON.

Wheeler S, Book AS & Costello K (Sept 2008). *Psychopathy and victim selection*. Paper presented at the 2nd Biennial Symposium on Personality and Social Psychology, Warsaw, Poland.

Costello K & Hodson G (June 2008). *The role of human-animal similarity in predicting prejudice toward non-human animals and immigrants*. Poster presented at the Canadian Psychological Association 69th Annual Convention: Halifax, NS.

Costello K & Hodson G (May 2008). *Reducing prejudice toward immigrants and non-human animals: The role of human-animal similarity*. Talk presented at the 3rd Annual Brock Psychology Department In-House Conference, St. Catharines, ON.

Hodson G, Choma BL & Costello K (Sept 2007). *Experiencing alien-nation: Inducing intergroup perspective-taking, inclusiveness, and empathy to improve intergroup attitudes in educational or organizational settings*. Talk presented at the British Psychological Society Social Section Conference "Groups, Politics and Organizations", Canterbury, UK.

Costello K & Hodson G (June 2007). *Group threat, ideology and dehumanization: Predictors, moderators, and mediators of immigrant rejection*. Talk presented at the Canadian Psychological Association 68th Annual Convention, Ottawa, ON.

Hodson G & Costello K (June 2007). *Disgust sensitivity, ideology, and dehumanization: Understanding multiple bases of outgroup rejection*. In S. Kang (Chair), Contemporary perspectives in social psychology. Symposium conducted at the Canadian Psychological Association 68th Annual Convention, Ottawa, ON.

OTHER SCHOLARLY ACTIVITIES

Peer Review (Ad-hoc Referee)

- British Journal of Social Psychology
- Cultural Diversity & Ethnic Minority Psychology
- European Journal of Social Psychology
- Journal of Experimental Social Psychology
- Personality and Social Psychology Bulletin

PROFESSIONAL DEVELOPMENT

- Foundations of Teaching and Learning, Center for Academic Excellence, Seneca College

- Technology and Enhanced Learning, Center for Academic Excellence, Seneca College
- Apprentice for the Niagara Regional Police, Offender Management Unit (2010-2011)
- Hare Psychopathy Checklist – Revised Workshop, Whitby Mental Health Center (2008)
- Positive Space Workshop, Human Rights Services, Brock University (2008)

PROFESSIONAL MEMBERSHIPS

- Society for the Scientific Study of Psychopathy (2010-Date)
- Canadian Psychological Association (2006-Date)
- Society for Personality and Social Psychology (2006-Date)

BEVERLY-JEAN DANIEL

ACADEMIC & PROFESSIONAL QUALIFICATIONS

- 2003 PhD: Sociology and Equity Studies in Education, OISE/University of Toronto
2004 Graduate Certificate, Women and Gender Studies, University of Toronto
1991 M.Ed.: Counseling Psychology, OISE/University of Toronto
1988 B.A. (Hons.): Psychology, York University

EMPLOYMENT HISTORY

HUMBER COLLEGE

- 2009 – Present Program Coordinator, Community Justice Diploma, Humber College Institute of Technology and Advanced Learning

YORK UNIVERSITY

- 2006 - 2009 Assistant Professor (Contractually Limited Appointment), York University, Faculty of Education
2008 - 2009 Program Coordinator, Urban Diversity Teacher Education (Consecutive) Program. Faculty of Education, York University.

RYERSON UNIVERSITY

- 2008 -2009 Consultant – Ryerson Department of Organizational Development
2004 – 2006 Sessional Instructor, Ryerson University, Sociology and Continuing Education Departments
2000 - 2001 Research Assistant – Center for Excellence on Research in Immigration and Settlement (CERIS), Ryerson Polytechnic University

UNIVERSITY OF TORONTO

- 2009 – 2010 Instructor, Ontario Institute for Studies in Education, Department of Curriculum, Teaching and Learning (Part-time Graduate Instructor)
2009 – 2010 Instructor, University of Toronto at Mississauga, Concurrent Teacher Education Program (CTEP), (Part-time Instructor – Primary-Junior Division)
2004 - 2005 Instructor/Researcher, OISE/University of Toronto, Department of Curriculum, Teaching & Learning
1999 – 2003 Teaching Assistant, OISE/University of Toronto, Department of Theory and Policy Studies

OTHER

2004 – 2005 Instructor, Ontario College of Arts and Design, Department of Liberal Arts, Toronto
2004 - 2008 Consultant, Wellesley Institute, Toronto
Summer 1997 Program Consultant & Trainer, Jamaican Canadian Association
1995 -1999 Toronto District School Board, Manager/Counselor Change Your Future Program
1994 - 1995 Instructor, George Brown College
1992 -1994 Counselor/Family Therapist - Catholic Family Services
1988- 1991 Psychometrist/Counselor - Thistleton Regional Center for Children and Adolescents

PROFESSIONAL POSITION

2010 - Co-Editor, Urban Education Journal. Critical Perspectives on Education and Leadership in Africa and the African Diaspora

SCHOLARLY & PROFESSIONAL CONTRIBUTIONS(Lifetime Summary)

Articles in refereed journals	4
Chapters in books	4
Papers in refereed journals (In progress)	2
Book reviews	1
Journal Editor	1
Conference presentations	12
Conference proceedings	2
Unpublished professional reports	3
Traditional research reports	3
Training resource materials	7
Training reports	2
Works in Progress	2

Articles in Refereed Journals

Daniel, B-J (2010). Reimagining the urban: A Canadian perspective. *Urban Education*, 45(6), 822-839.

Daniel, B-J & Johnson, L. (2010). Conversations on the African Diaspora(s) and Leadership: Introduction to the Special Issue. *Urban Education*, 45(6), 767-777.

Daniel, B-J.(2009). Conversations on race in teacher education cohorts. *Teaching Education Journal* 20(2), 175-188.

Solomon, R.P., Portelli, J., Daniel, B-J., Campbell, A. (2005).The discourse of denial: How white teacher candidates construct race, racism and “white privilege.” *Race, Ethnicity and Education*, 8(2), 147-169.

Daniel, B-J. (submitted) Globalization and Urban Teacher Education: A Canadian Perspective. *Teacher Education Journal*.

Daniel, B-J.(submitted)Lessons from the front line: Teaching about race in post-secondary classrooms. *Race/Ethnicity: Multidisciplinary Global Contexts*.

Daniel, B-J. (forthcoming) Who’s teaching the teachers? Education faculty and urban mentor teachers as the gatekeepers of the nation. *Journal of Negro Education*

Book Chapters

Daniel, B-J., & Solomon, R. P. (2008). Tomorrow’s teachers: The challenges of democratic engagement. In P. R. Carr & D. Lund (Eds.), *Doing democracy: Striving for political literacy and social justice*(pp. 301-318). New York: Peter Lang Publishers.

Daniel, B-J., & Boyington-Wall, (2008, April).Technology, collaboration and difference in enhanced leadership development. In J. Salmons, & L. Wilson (Eds.), *Handbook of research on electronic collaboration and organizational synergy* (pp.725-740).Hershey, PA: Idea Group Publishers.

Daniel, B-J. (2007). Developing educational collectives and networks: Moving beyond the boundaries of “community” in urban education. In R. P. Solomon& D. Sekayi (Eds.), *Urban teacher education and teaching: Innovative practices for diversity and social justice* (pp. 31-48). Mahwah, NJ: Lawrence Erlbaum Publishers.

Solomon, R.P., & Daniel, B-J. (2007). Discourses on race and “white privilege” in the next generation of teachers. In P. R. Carr & D. Lund (Eds.), *The great White north? Exploring whiteness, privilege and identity in education in Canada* (pp. 161-172).Rotterdam: Sense Publishers.

Daniel, B-J. (2005). Researching African Canadian women: Indigenous knowledges and the politics of representation. In G. J.S. Dei & G.S. Johal (Eds.), *Critical issues in anti-racist research methodologies* (pp. 53-78). New York: Peter Lang Publishers.

Daniel, B-J.(2003). Identity development of African Caribbean teenage girls in Canadian schools. In T. Bastick& A. Ezenne (Eds.), *Teaching Caribbean students: Research on social justice issues in the*

Caribbean and abroad (pp. 163-214). Department of Educational Studies: University of the West Indies, Kingston, Jamaica.

Daniel, B-J., & Yearwood, M.P. (May, 2002). African Canadian women's bodies as sites of knowing and no-ing. In S.M. Abbey (Ed.), *Ways of knowing in and through the body: Diverse perspectives on embodiment* (pp. 253-258) 4th Bi-Annual Summer Institute: Canadian Association for the Study of Women and Education. Welland, Ontario: SOLEIL.

Book Reviews

Daniel, B-J. (December, 2006). The literature of immigration and racial formation: Becoming white, becoming other, becoming American in the late progressive Era - Linda Joyce Brown. *Journal of International Migration and Integration*. 7(1), 125-128.

Published Conference Papers

Daniel, B-J. (June, 2001). 'The family tree is not cut': Patterns of mothering from Africa to Canada. Paper presented at the (Re)Thinking Caribbean Culture Conference, University of the West Indies, Barbados, W.I.

Unpublished Professional Reports

Daniel, B-J. (2002). Feasibility study for the development of a Master's degree program in Immigration and Settlement. Joint Center for Excellence in research on Immigration & Settlement (CERIS), Ryerson Polytechnic University, Toronto.

Daniel, B-J. (2004). Towards an equitable education: Diversity, poverty and students at risk. Ontario Institute for Studies in Education (OISE/UT).

Daniel, B-J. (2005). Construction of race, whiteness and white privilege in Teacher Education. Ontario Institute for Studies in Education (OISE/UT) & York University.

Training Resource Materials

Roberts. J., Daniel, B-J., & Boyington-Wall, A. (2006). Executive leadership program training resource curriculum.

Daniel, B-J. (2005). *An introduction to community-based research*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J., & Graham, H. (2005). *Conducting community-based research in ethno-racial communities*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J. (2005). *Developing effective client satisfaction tools*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J.(2005). *A hands-on approach to participatory qualitative methods and analysis*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J.(2005). *A participatory approach to program evaluation*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J. (1994). *Developing school based anti-violence programs for high-risk adolescents*. Toronto: Catholic Family Services.

Training Reports

Daniel, B-J., & Graham, H. (2005). *An applied approach to conducting research with ethno-racial communities: A resource package for social service workers*. Toronto: Wellesley Central Health Corporation.

Daniel, B-J.(2000). *Strategic plan for organizational restructuring*. Ontario: Halton-Peel Domestic Violence Program.

Work(s) in progress

Daniel, B-J. *Communities of Learning”*: Unsettling representations of difference in Teacher Education Cohorts (Currently being prepared for submission to Lambert Academic Publishing)

Daniel, B-J., & Wahab, A. (co-authored book). *Moving beyond the binary: Teaching race in post-secondary institutions*.

Conference Presentations

- Daniel, B-J. (June, 2008). *Exploring the impact of globalization on the preparation of teachers for urban schools*. Paper presented at the Congress of the Humanities and Social Sciences, Canadian Society for the Study in Education, Vancouver.
- Daniel, B-J.(June, 2008).*Teachers' conceptions of globalization, democracy and citizenship education*. Paper presented at the Congress of the Humanities and Social Sciences, Canadian Sociological Association, Vancouver.
- Daniel, B-J. (November, 2007). *Critical race theory and education in the Canadian context*. Paper presented at the UCEA Conference, Washington.
- Daniel, B-J. (April, 2007). *Learning to teach about race in post-secondary institutions*. Paper presented at the American Educational Research Association, Chicago.
- Solomon, P., & Daniel, B-J. (April, 2005). *The discourse of denial: White pre-service teachers' conceptions of race and whiteness*. Paper presented at the American Educational Research Association, Montreal.
- Solomon, R. P., Portelli, J.P., Daniel, B-J., & Campbell, A. (November, 2002). *White privilege: Teacher candidates' perceptions*. Paper presented at the American Education Studies Association, Pittsburgh, Pennsylvania.
- Daniel, B-J., & Yearwood, M.P. (May, 2002). *Constructing narratives: African Caribbean Canadian women in academia*. Paper presented at the Congress of Social Sciences and Humanities Conference, Toronto, Ontario.
- Daniel, B-J., & Rottman, C. (March, 2001). *Restructuring the teacher education admissions process: Evaluating teacher education applicants' readiness for addressing issues of social justice*. Paper presented at the 15th Annual Kelly Conference, University of Toronto, Toronto, ON.
- Daniel, B-J. (June, 2001). *'The family tree is not cut': Patterns of mothering from Africa to Canada*. Paper presented at the (Re)Thinking Caribbean Culture Conference, University of the West Indies, Barbados, W.I
- Daniel, B-J. (February, 2000). *Prior knowledges of pre-service teachers regarding diversity and inclusive practices: Reforming teacher education*. Paper presented at the Sociology and Equity Studies Conference, OISE/University of Toronto.

Daniel, B-J. (May, 2000) *Lift every voice and sing: Reclaiming the voices of African-Canadian women in graduate studies*. Paper presented at Sociology and Equity Studies Conference, OISE/UT

Daniel, B-J. (May, 1999) *The impact of structural adjustments on women in the Caribbean*. Paper presented at the International Congress of Humanities and Social Sciences conference. Edmonton, Canada

RESEARCH FUNDING (*External Research Grants*)

2012-2013	Staff Initiated Research Fund (SIRF) – Humber College - \$8,500
2007 – 2008	SSHRC Small Grants Program – York University - \$1,600 Learning to teach race in post-secondary institutions
2005 – 2006	Wellesley Institute - \$4,900 <i>Leadership development for ethnoracial communities</i>
2000	Ontario Graduate Scholarship - \$10,000
1999	Ontario Graduate Scholarship - \$11,250

TEACHING

Undergraduate Teaching

<u>Institution</u>	<u>Course #</u>	<u>Course Title</u>	<u>Times Taught</u>
York University	UR/ED3300	Urban Education	3
	FNDS3330	Foundations of Education	6
	INLE2200	Inquiries into Learning	1
Ryerson University	SOC103	How Society Works	4
	SOC203	Social Class & Inequality	5
	SOC603	Sociology of Gender	1
	CSOC507	Race & Ethnicity in Canada	2
	CCRB500	Families in the Caribbean	3
	SOC608	Feminism & Society	1
	CECE907	Ethno-racial training	2
OISE/UT	EDU5576	In'queer'ies about Education (Team taught with Dr. Tara Goldstein)	1
	CTEP 200	Equity and Diversity in Education	1

Graduate Teaching

<u>Institution</u>	<u>Course #</u>	<u>Course Title</u>	<u>Times Taught</u>
OISE	CTL 1304H	Cultural Studies & Education	1
	CTL 1011	Anti-oppression Education	1
York University	EDUC5440	Urban Education	4
	EDUC5120	Theory and Research in Language, Culture and Teaching	1
	EDUC5402	Gender, race and class in the History of Canadian schooling	1

Non-University Courses

<u>Institution</u>	<u>Course #</u>	<u>Course Title</u>	<u>Times Taught</u>
Humber College	CJS 102	Ethical Issues	3
	CJS 104	Conflict Management	2
	CJS 203	Community Correctional Practices	1
	CJS 304	Inclusive Community Practices	2
	CJS 403	Diversity Issues and Solutions	3
	CJS 404	Transitions to Work	2
OCAD	SOSC3B01	Gender & Globalization	4
	SOSC3B03	Sociology of the body	3
George Brown College		Career and Employment Skills	1
		Child Welfare Legislation	1
		Introduction to Psychology	1
		Counseling and Interviewing Skills	1

GRADUATE SUPERVISION

Masters Research Project (MRP) supervision: 3 completed,

Masters Research Project (MRP) committee membership: 5 completed,

Masters Research Projects Completed:

- Quadros, Z. — *The role of picture books in supporting anti-racism initiative in primary school students.* (May, 2008)
- Reid, R. — *Exploring the role of critical multicultural education and literacy in supporting diversity through the use of world literatures.* June, 2008.
- Spencer, J. - *Supporting the integration of English Language Learners in regular classroom.* (November 2008)

Masters Research Projects and Theses in Progress: Committee Member

Simms, Nancy – *Examining the experiences of Black female academics in Canadian post-secondary institutions.* McMaster University

Masters Research Projects and Theses Completed: Committee Member

- Lawrence-Prince, D. — *Black males, popular images and their educational performance.* June, 2008.
- Casemore, S. — *Learning Gender: A critical analysis of female adolescent socialization in school and empowering solutions for the future.* September, 2006.
- Grant, L. — *"Confronting, Challenging and Changing the Educational Trajectory of 'At Risk' Black Male Students.* May, 2008.
- Mehta, M. — *Teachers conceptions of non-conforming students in urban classrooms.* December, 2007
- Runnalls, N. — *Black-focused Schools in the Age of Equity.* 2009

OTHER ACTIVITIES

Invited Academic Lectures

- 2011 *Gender and race: through the lens of critical and critical theories.* York University.
- 2004 *African Canadian youth and schooling: Issues and possibilities.* Ryerson University.
- 2002 *Cohort programming and teacher education in a Canadian context.* Ontario Institute for Studies in Education/UT, Faculty of Education.
- 2000 *Facilitating diversity in the workplace:* Kinark Youth Services.
- 1999 *Motivating black youth to succeed.* Black Inmates and Friends Assembly.
- 1999 *Normalizing difference: Teachers understanding issues of diversity.* Toronto District School Board.
- 1998 *Accessing higher education: Black youth in education.* Scarborough Black Youth Committee.
- 1990 *The importance of developing community networks for women.* Women's Health in Women's Hands.

University Service

- 2007 Student Petitions Committee: Faculty of Education, York University
- 2006 Urban Education Diploma Committee: Faculty of Education, York University
- 2002 Faculty of Education – OISE
- 2003 University-Community Diversity Initiative - OISE

Research Committees

- 2003 HOUSING NEEDS ASSESSMENT SURVEY FOR METRO TORONTO HOUSING AUTHORITY. JOSEPH SPRINGER AND ASSOCIATES.
- 2002 JOINT CENTER FOR EXCELLENCE IN RESEARCH ON IMMIGRATION & SETTLEMENT (CERIS), Ryerson Polytechnic University, Toronto.

Community Service

- 2006 Committee Member: Wellesley Institute – Program Accreditation Committee.
- 2002 Committee Chair: The Community/School and Society Learning Network, OISE.
- 2002 Conference Session Chair: Center for Integrative Anti-racism Studies (CIARS), Toronto.
- 2001 Conference Session Chair: Canadian Association for Studies in International Development, Quebec.
- 2000 Conference Session Chair: Institute for Women & Gender Studies Conference, Toronto.

Carmela Diano

PROFESSIONAL EXPERIENCE

September 2004 – Present

School Social Worker

Toronto Catholic District School Board (TCDSB), Toronto, ON

- Conduct assessments, complete comprehensive reports, and provide crisis intervention for students with high risk behaviours and/or dealing with traumatic events
- Coach for new Social Workers, supervisors for MSW student placements, mentor for Child & Youth Workers, and assist with school board policy/procedure writing
- Assist and educate administration and school staff in understanding child abuse prevention and reporting responsibilities, dealing with high conflict situations and various classroom issues
- Provide education, resources, group interventions and short-term counseling for students and families in areas of: separation/divorce/remarriage, conflictual relationships, challenging behaviours, bereavement, mental health, social skills and violence prevention

January 2009 – Present

Prevention Educator (p/t)

BOOST – Child Abuse Prevention & Intervention, Toronto, ON

- Provide child abuse prevention training and education to various groups that work with children and youth

January 2011 – April 2013

Instructor (p/t)

Humber Institute of Technology & Advanced Learning, Toronto, ON

- Teaching in the Bachelor of Arts – Criminal Justice program
- Enhance and encourage student learning and growth
- Prepare and deliver class lectures and assignments congruent to the objectives of each course

July 2001 – August 2004

Child Protection Worker

Catholic Children's Aid Society of Toronto, Toronto, ON

- Conducted investigations, collected information, carried out assessments, developed objectives and implemented service plans for children and their families as mandated under the Child and Family Services Act of Ontario and the Ontario Association of Children's Aid Societies

- Completed written case notes, reports, comprehensive assessments, plans of service and all legal documentation for family and criminal court
- Participated in mediation and/or court proceedings with high conflict families
- Collaborated with extended family members, schools and community agencies to provide the most effective and least intrusive plans for families
- Team leader for Peer Support Crisis Team

March 2001 – July 2001

Program Counsellor

St. Leonard's Society (Crossroads House), Toronto, ON

- Provided case management and support to male federal offenders on day parole
- Liaised with Parole and Program Officers from Correctional Services of Canada
- Completed weekly assessments and created weekly plans to ensure that all conditions were being met for safe reintegration into society

September 1999 – June 2001

Community Support Worker

York South Association for Community Living, Richmond Hill, ON

- Coordinated and facilitated community integration programs for adults with developmental disabilities

EDUCATION

June 2010

Master of Education

Brock University, St. Catherines, ON

- Specialized in teaching and learning

November 2007

Certificate in Family Mediation

ADR Institute of Ontario and Conrad Grebel University College, University of Waterloo, Toronto, ON

- Specialized in theory and skills of the alternative dispute resolution process

June 2003

Master of Social Work

University of Toronto, Toronto, ON

- Specialized in clinical counselling for individuals, couples and families

November 2001

Child Protection Worker Training

Ontario Association of Children's Aid Societies, Toronto, ON

- Completed all modules for certification as a Child Protection Worker in Ontario

June 2001

Bachelor of Social Work (Honours)

June 1999

Bachelor of Arts (Honours – Sociology)

York University, Toronto, ON

- Graduated on the Dean's Honour Role
- Specialized in Criminology and Penology

LEADERSHIP EXPERIENCE

Policy/Program Development and Implementation

- Suspected Child Abuse Policy & Procedures (TCDSB)
- Workplace Accommodations Policy (TCDSB)
- Multiple Exceptionalities & Developmental Delay Program (TCDSB)
- Peer Consultation Delivery Model for Social Work Department (TCDSB)
- Community Integration Program (Correctional Services of Canada)

TCDSB Liaison/Adviser

- Children's Aid Protocol Meetings
- BOOST – Child Abuse Prevention & Intervention (Advisory Committee)
- Health & Safety – Certified Member
- High Conflict Families Forum Committee
- Safe Schools Planning Forum Committee

Associations

- Vice President – Association of Professional Student Services Personnel
- Team Manager – Team Chaos Dragon Boat Club

PROFESSIONAL MEMBERSHIPS

- Registered member of the Ontario College of Social Workers and Social Service Workers (OCSWSSW)
- Member of the Ontario Association of Social Workers (OASW)

CLARENCE DUFF, PHD.

DEGREES

Doctor of Education (Ed.D) (In progress – expected completion date: 2014)
Organizational Development and Leadership, Grand Canyon University, Phoenix, Arizona

Doctor of Philosophy (Ph.D.), “Perceptions of Belonging among Older Adult Learners in an Intergenerational Classroom”, Capella University, Minneapolis, MN, 2009

Master of Science (M.S), Educational Psychology, Capella University, Minneapolis, Minnesota, 2005

Master of Arts (MA), Counselling and Human Relations, Liberty University, Lynchburg, Virginia, 2003

Bachelor of Science (B.Sc), Psychology, Liberty University, Lynchburg, Virginia, 1995.

Bachelor of Theology (B Th.) Christian College & School of Graduate Theological Studies, Toronto, ON, Canada 1990

Diploma, Telecommunication Technology, Humber College, Toronto, 1987

Diploma, DeVry Institute of Technology, Electronic Engineering Technology Toronto, ON, 1985

EMPLOYMENT HISTORY

2008 – Present	Professor of Psychology (Contract) - School of Liberal Arts and Sciences HUMBER COLLEGE, TORONTO ONTARIO
2007-2008	Professor of Psychology (Contract) - SHERIDAN INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING, Brampton, Ontario
2006 – 2007	Professor of Psychology (Contract) – School of English and Liberal Studies, SENECA COLLEGE, Toronto, Ontario
2005-Present	Course Developer and Clinical Supervisor – Department of Counselling and Psychology, CANADA CHRISTINA COLLEGE & SCHOOL OF GRADUATE THEOLOGICAL STUDIES, Toronto, Ontario

1992-2002 Instructor (Contract) – Department of Theology and Religious Education, CANADA CHRISTINA COLLEGE & SCHOOL OF GRADUATE THEOLOGICAL STUDIES, Toronto, Ontario

1999 Instructor (Contract) – Arianox business and Technology College, Toronto, Ontario

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Community Awards:

- 2001** Award for community service from Frances Nunziata, City Councillor of York
- 2001** Award for community service from Mel Lastman, Mayor of Toronto
- 2001** Toronto Police Service Award from Jean Augustine, MP. Etobicoke
- 2001** Award for contributing to the community from Mike Cole, M.P.P.
- 2001** Award for outstanding community contribution from Councillor Joe Mihevc, Toronto
- 2001** Certificate of Appreciation for promotion of respect and integrity in the community from Senior Inspector Randal Munroe, Unit Commander of 13 Division, Toronto Police

Training Workshops/Seminars:

- February 2006** Duff, Clarence. Pastoral Skill Development. Denver Colorado
- January 2006** Duff, Clarence. Intimacy in Marriage. New York
- August 2006** Duff, Clarence. Conflict Resolution in Marriage and Interpersonal Relationships. Toronto, Ontario,
- June 2007** Duff, Clarence. Parenting Skills. New York
- July 2007** Duff, Clarence. Counselling Skills Development. Toronto, Ontario
- August 2007** Duff, Clarence. Gateways to Depression. Toronto, Ontario
- July 2008** Duff, Clarence. Overcoming Childhood Sexual Abuse. Texas, USA
- March 2009** Duff, Clarence. Becoming a Successful Student. Toronto, Ontario
- March – May, 2009** Duff, Clarence. Counsellor Training. Toronto, Ontario
- March 2009** Duff, Clarence. Marriage Communication. Brampton, Ontario

- May 2009** Duff, Clarence. Understanding Addictive Behaviour. Toronto, Ontario
- May 2009** Duff, Clarence. Reproductive Technologies. Brampton Ontario
- Oct 2010** Duff, Clarence. Understanding the psychology of dream, Toronto Ontario

PUBLICATIONS

(2012). *The Eagle within: Discovering the power of thinking*. Winnipeg, Manitoba: Word Alive press

(2004). *Unveiling Daniel's prophecies of end-time events*. Belleville, On: Essence Publishing.

(2003). *Unlocking the mystery of depression*. Belleville, On: Essence Publishing.

Professional Affiliation(s)

Doctoral Member of the American Psychological Association (APA)

COURSES TAUGHT IN PAST FIVE YEARS

HUMBER COLLEGE ITAL

HUMA 024: Humanities (College – Classroom)
 PSYC 001: Introduction to Psychology (College – Classroom & Online)
 PSYC002: Developmental Psychology (College – Classroom)
 PSYC 003: Social Psychology (College – Classroom)
 PSYC 007: Sport Psychology (College – Classroom)
 PSYC 004: Abnormal psychology (College – Classroom)
 PSYC 403: Social Psychology (University – Classroom))

SENECA COLLEGE

PSY 385: Communication and Conflict Resolution(College – Classroom)
 PSY 135: Introduction to Psychology (College – Classroom)
 PSY 550: Psychology: Organizational Behaviour (College – Classroom)
 PSY 355: Human Relations for Career Success (College – Classroom)
 SSC 100: Success Strategies for College (College – Classroom)
 PSY 555: Psychology of Learning and Relations (College – Classroom)
 CUL 706: Myths, Dreams, and Consciousness (College – Classroom)

SHERIDAN INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING

PSYC 15065G: Psychology Core Concepts (College – Classroom)
SCIE 10386G: Agony and Ecstasy: Addictions (College – Classroom)
HUMN 16693G: Principles of Interpersonal Communication (College – Classroom)
SOCS 10206G: Social & Behavioural Sciences (College – Classroom)

CANADA CHRISTIAN COLLEGE & SCHOOL OF GRADUATE THEOLOGICAL

Undergraduate Level - Classroom

Introduction to Psychology
Integration of Psychology and Theology
Counselling & Psychology
Social Psychology
Psychology of Adjustment
Mechanics of Research
Drugs and Addiction
Addiction Counselling
Counselling Techniques
Developmental Psychology
Marriage and Family
Marriage and Family Therapy
Crisis Intervention and counselling
Grief and Bereavement Counselling
Pastoral Care and Counselling
Conflict Management
Counselling Skills Development Lab
Family Psychopathology
Post-Traumatic Stress Disorder

Graduate level - Classroom

Introduction to Research
Human Sexuality
Psychopharmacology
Psychological Testing and Measurement
Introduction to Family Systems
Critical thinking
Psychology of Personality
Multicultural Counselling
Psychology of Religion
Family Systems Theory
Professional Standard & Ethics

Doctoral level - Classroom

Advanced Research and Writing

Advanced Clinical Assessment and Intervention

Advanced Cognitive Counselling Skills

SUSAN ANN EASON

EDUCATION

Master of Social Work (1990)
York University, Toronto, Ontario

Bachelor of Applied Social Work (1983)
Ryerson Polytechnical Institute

Bachelor of Arts (honours English/Philosophy) (1978)
University of Western Ontario

EMPLOYMENT

HUMBER COLLEGE, Toronto, Ontario
Partial Load Faculty, Social Service Worker Program (2007-present)
Field Coordinator, Social Service Worker Program (2005-2010)

Taught the following classroom courses in the Social Service Worker program:

- Agency Administration and Fundraising
- Community Development
- Integrative Seminar 1, 2 and 3 (includes field placement supervision)
- Interpersonal Skills
- Orientation to Field Practice
- Social Policy

FAMILY SERVICES OF PEEL, Mississauga, Ontario
Employee Assistance Program Counsellor, contract (2002-2006)

- short-term counselling to individuals, couples and families
- workshop leader for Employee Assistance Wellness Program

Program Manager, Families and Schools Together (F&ST) (1997-2002)

Coordinate, manage and supervise the implementation of the F&ST program in Peel. Monitor quality of replication and evaluate team performance. Supervise team leaders, agency volunteer coordinator and students. Develop and monitor program budget. Write funding proposals and reports. Develop and maintain relationships with funders. Support and develop collaborative partnerships within the program. Collect and analyze program statistics. Train new F&ST sites within Peel and respond to requests for training in other communities. Provide follow-up support to newly trained sites including troubleshooting and consultation. Provide public speaking, workshops and presentations for program and agency.

Immediate Intervention Services Worker (1985-1997)

Provide crisis intervention services to individuals, couples and families who have been traumatised either by assault, sexual assault, sudden death, suicide, robbery or theft. Lead a drop-in group for women who have been assaulted by their partners. Co-lead a group for children who have witnessed violence in their homes. Provide trauma de-briefing services when required for Employee Assistance Program. Respond to community requests for workshops dealing with wife assault, children witnessing violence and crisis intervention skills. Committee work and participation in the development of community protocols through organizations including Peel Committee Against Women Abuse and Success by Six.

Additional Contributions: Designed and implemented a research project related to abusive men's groups and their impact on marital stability and decreased use of violence.

ERNESTINE'S WOMEN'S SHELTER, Toronto, Ontario

Counsellor/Administrator (1983-1984)

Provide crisis counselling and advocacy with assaulted women and their children. All administrative functions including writing grant proposals, monitoring shelter budget, house operations. Engage in outreach and advocacy in the community through speaking engagements and participation in the Ontario Interval and Transition House Association and the Women's Services Network. Collaborate with the Distress Centres, The Toronto Community Information Centre and other shelters to form and operate the Assaulted Women's Helpline.

COMMUNITY INVOLVEMENT

Village of Love Canada, Toronto, Ontario

Fundraising Volunteer (2012-present)

Organize fundraising events to support HIV/AIDS orphans in Nairobi, Kenya.

Toronto Habitat for Humanity, Toronto, Ontario

Family Selection Committee Member (2008-2013)

Review applications, conduct home visits and make recommendations based on selection criteria in adherence with committee policies.

The Peel Mediation and Parent Education Program, Brampton, Ontario

Committee/Board Member (2004-2008)

Write funding proposals, facilitate strategic planning, member of hiring committee.

*Was able to make a successful application for charitable status for the organization.

ALYSSA FERNS (maiden name: Taylor)

EDUCATION

Ph.D. Forensic Psychology, Carleton University, 2011
M.A. Forensic Psychology, Carleton University, 2007
B.A. (Honours) Psychology, University of Guelph, 2005

EMPLOYMENT

Full-time Professor, Criminal Justice Degree Program, Humber College, 2011-present
Project Officer, Correctional Service of Canada, 2010-2011
Learning and Development, Ontario Police College, 2010 (practicum)
Teaching Assistant Mentor, Department of Psychology, Carleton University, 2009-2011
Sessional Instructor, Department of Psychology, Carleton University, 2008
National Child Exploitation Coordination Center of the RCMP, 2007 (practicum)
Research Assistant, Police Research Lab, Carleton University, 2007-present

PROFESSIONAL HONOURS

Eileen Gupton Memorial Award, Society for Police and Criminal Psychology: 2013
Graduate University Teaching Certificate, Carleton University: 2010
SSHRC Canadian Graduate Scholarship: 2007-2010
Nicholas P. Spanos Memorial Award, Carleton University: 2009
Wilson Kimbrough Memorial Award, Society for Police and Criminal Psychology: 2007
Social Science and Humanities Research Council Scholarship (SSHRC): 2006-2007
Poster Award for Criminal Justice Section, Canadian Psychological Association: 2006

TEACHING EXPERIENCE

Interpersonal Skills and Group Dynamics: 2011-present

Conflict Management: 2011 – present

Criminal Justice Research Project: 2011 – present

Social Problems in the Criminal Justice System: 2012

Graduate Workshop Facilitator: 2009-2010

Introduction to Psychology: 2008

Introduction to Forensic (guest lecturer): 2005-2008

RESEARCH INTERESTS

Research interests span four areas: (1) factors that influence use of force decision making (e.g., stereotypes, environmental cues, etc.), and (2) program evaluation for police-related initiatives (e.g., domestic violence, crime prevention), (3) critical incident stress and the effectiveness of psychological debriefings, and (4) the effectiveness of certain pedagogical techniques (e.g., classroom anxiety, use of technology, use of feedback)

PUBLICATIONS

A. Publications in Refereed Journals

McGrath, A. L., **Taylor, A.**, & Pychyl, T. A. (2011). Writing helpful feedback: The influence of feedback type on student writing performance and perceptions. *The Canadian Journal for the Scholarship of Teaching and Learning*, 2(2), 1-14.

Bennell, C., Jones, N. J., & **Taylor, A.** (2011). Determining the authenticity of suicide notes: Does training make a difference? *Criminal Justice and Behavior*, 38, 669-689.

Hogan, J., Bennell, C., & **Taylor, A.** (2011). The challenges of moving into middle management: Responses from police officers. *Journal of Police and Criminal Psychology*, 26, 100-111.

Bennell, C., Corey, S., **Taylor, A.**, & Ecker, J. (2008). What skills are required for offender profiling? An examination of critical thinking ability and profile accuracy. *Psychology, Crime, & Law*.

Bennell, B., Mugford, R., **Taylor, A.**, Bloomfield, S., & Wilson, C. W., (2008). The false recognition effect in criminal profiling. *Journal of Police and Criminal Psychology, 23*, 71-80.

Taylor, A., & Bennell, C. (2006). Operational and organization police stress in an Ontario police department: A descriptive study. *Journal of Canadian Journal of Police and Security Services*.

B. Manuscripts Under Review

McGrath, A., **Taylor, A.**, & Brown, S. (under review). Reducing statistical anxiety, increasing statistical self-efficacy, and enhancing statistical performance: Does teaching make a difference? *Research in Statistics Education*.

C. Manuscripts in Preparation

Corey, S., Bennell, C., & **Taylor, A.** (in preparation). Examining beliefs held about use-of-force encounters by potential jurors and police officers.

Ferns, A., & Bennell, C. (in preparation). The influence of target race on split-second shooting decisions: Evidence for a white shooting bias.

D. Non-Refereed Publications

Hogan, J., Bennell, C., & **Taylor, A.** (2011). The challenges of moving into management: Results from a survey of Canadian police officers. *Blue Line*, January 18-20.

Hogan, J., Bennell, C., & **Taylor, A.** (2011). What police officers have to say about moving into management: Part 2. *Blue Line*, February, 22-25.

Taylor, A. (2010). Humour in the classroom... can it work? *Educational Development Centre Blog, May issue*. Carleton University, Ottawa, Canada.

Taylor, A. (2009). The perks of AP-LS student membership: Conferences, networking, & tequila. *Crime Scene. 16*, 24.

Taylor, A. (2007). Examining the effectiveness of psychological debriefing following a critical incident: A meta-analysis. *Crime Scene*, 14, 11.

Taylor, A., Corey, S., Bennell, C. (2006). The temporal consistency of crime scene behaviours in serial sexual homicide. *Crime Scene*, 13, 28.

E. Book Reviews

Emeno, K., Mugford, R., & **Taylor, A.** (2008). The Forensic Psychology's Casebook: Psychological Profiling and Criminal Investigations (L.J. Alison Ed.) [Book review]. Devon: Willan Publishing. *Journal of Police and Criminal Psychology*, 23, 100-102.

CONFERENCE PRESENTATIONS

Ferns, A., & Bennell, C. (September 2013). *The influence of target race on split-second shooting decisions: The effectiveness of an implementation intention training strategy.* Poster presented at the annual Society of Police and Criminal Psychology Conference. Ottawa, ON, Canada.

Ferns, A., & Bennell, C. (June 2013). *The influence of scene complexity on split-second shooting decisions: Evidence for a white shooting bias.* Poster presented at the annual Canadian Psychological Association. Quebec City, QC, Canada.

Taylor, A. & Bennell, C. (March 2011). *The influence of target race and police experience on simulated shooting decisions.* Poster presented at the 4th International Congress on Psychology and Law, Miami, FL, USA.

Harmer, S., Stark, L., **Taylor, A., & Bennell, C.** (June 2011). *The role of aboriginal stereotypes in simulated shooting decisions.* Poster presented at the annual conference of the Canadian Psychological Association, Toronto, Ontario, Canada.

Juneau, A., Mamoine, S., Holland, S., Holmes, C., **Taylor, A., Bennell, C., & Snook, B.** (June 2011). *Trends in police psychology research: A content analysis of the Journal of Police and Criminal Psychology.* Poster presented at the annual conference of the Canadian Psychological Association, Toronto, Ontario, Canada.

Rasquinha, A., Musolino, E., **Taylor, A., & Bennell, C.** (June 2011). *Do implementation intentions reduce gender biases in lethal use of force decisions?* Poster presented at the annual conference of the Canadian Psychological Association, Toronto, Ontario, Canada.

- Bennell, C. & **Taylor, A.** (September 2010). *Race biases in shooting decisions: The role of automatic stereotype activation and controlled responding*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Honolulu, HI, USA.
- Taylor, A.**, Hogan, J., Bennell, C., & Catherine C. (March 2009). *Moving into management: An examination of the transition to police supervisor*. Poster presented at the annual conference of the American Psychology-Law Society, San Antonio, Texas, USA.
- McGrath, A., **Taylor, A.**, & Pychyl, T. (February 2009). *Creating useful written feedback: The effects of feedback on student performance and perceptions*. Paper presented at the annual Teaching pre-conference of the Society of Personality and Social Psychology, Tampa, Florida, USA.
- Taylor, A.**, Bennell, C., Gauthier, D., & Gauthier, D. (October 2008). *Linking serial burglaries: Should we use a taxonomic measure of similarity or Jaccard's coefficient?* Poster to be presented at the annual meeting of the Society for Police and Criminal Psychology, Walnut Creek, California, USA.
- Taylor, A.**, & Bennell, C. (June 2008). *Conducting research with the police: Priorities, challenges, and solutions*. Poster presented at the annual meeting of the Canadian Psychological Association, Halifax, Nova Scotia, Canada.
- Taylor, A.**, & Bennell, C. (March 2008). *Examining the effectiveness of psychological debriefing following a critical incident: A meta-analysis*. Poster presented at the annual conference of the American Psychology-Law Society, Jacksonville, Florida, USA.
- Taylor, A.**, Snook, B., Haines, A., Taylor, P.J., & Bennell, C. (September 2007). *Criminal profiling belief and use: A survey of Canadian police office opinions*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Springfield, Massachusetts, USA.
- Taylor, A.**, Corey, S., & Bennell, C. (June 2007). *What skills are required for offender profiling? An examination of intuitive ability and profile accuracy*. Poster presented at the annual meeting of the Canadian Psychological Association, Ottawa, Ontario, Canada.
- Bennell, C., Corey, S., & **Taylor, A.** (June 2007). *Improving police training: The benefits and challenges of translating theory into practice*. Paper presented at the annual meeting of the Canadian Psychological Association, Ottawa, Ontario, Canada.
- Taylor, A.**, & Bennell, C. (October 2006). *Operational and organizational police stress in an Ontario police department: A descriptive study*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Washington, D.C., USA.

Corey, S., Bennell, C., **Taylor, A.**, & Ecker, J. (October 2006). *What skills are required for offender profiling? An examination of critical thinking ability and profile accuracy.* Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Washington, D.C., USA.

Taylor, A., Bennell, C., & Corey, S. (June 2006). *The temporal consistency of crime scene behaviours in serial sexual homicide.* Poster presented at the annual meeting of the Canadian Psychological Association, Calgary, Alberta, Canada.

Wood, L. A., & **Taylor, A.** (April 2005). *Police discourse: Identities, features, and functions.* Poster presented at the annual meeting of John Jay College of Criminal Justice, NYC, USA.

SERVICE TO THE PROFESSION

Humber College Social and Community Services Professional Development Committee: 2013-present

Society of Police and Criminal Psychology Member: 2013-present

Canadian Psychological Association Member: 2013-present

Carleton University Representative for the American Psychology-Law Society: 2008-2011

Recording Officer for the Psychology Graduate Student Association: 2008-2010

Co-president of the Psychology Graduate Student Association: 2007-2008

Ontario Psychological Association Representative for Carleton University: 2006-2007

Mike Gamble

EDUCATIONAL BACKGROUND

Post-Secondary

- Master of Science Degree in Criminal Justice Administration
Niagara University, Lewiston, NY
Completed May 2006, GPA: 4.18
- Bachelor of Arts (History Major)
Wilfrid Laurier University
Completed 2005

Police Investigative and Leadership Courses

- Electronic Crime Scene Investigation Course, internet course sponsored by the Ontario Police College (2003)
- General Investigative Techniques Course (2003). I had previously been designated by the Chief of Police as having the competencies required by provincial adequacy standards. I completed the course in 2003 to obtain the certificate.
- Statement Analysis Course, Ontario Police College (2002). In-depth analysis of witness and suspect written statements to identify deception.
- Search Warrant Seminar, Ontario Police College (2002). One-week crown attorney seminar designed to upgrade search warrant knowledge and drafting skills
- Police Services Act and Complaint Resolution Course, Ontario Police College (2002)
- L.E.A.D.E.R. Course, Ontario Police College (2001). Two-week mid-management course aimed at staff sergeants and inspectors to develop effective management skills including the development of business cases and budgeting.
- Ontario Major Case Management Course (2001). A two-week course dealing with the investigation, organization, and resource management of homicide and serial predator crimes.
- Effective Presentations Course, Peel Police (2001). A one-week course on lesson planning and instructional techniques.
- Team Building, Ontario Police College (1999). Two-day leadership course aimed at developing high performance teams.
- Fraud Level 2 – Forensic Accounting, Ontario Police College (1999). Ten-day advanced fraud investigator's course with an emphasis on forensic accounting.
- Fraud Level 1, Ontario Police College (1998). Two-week in-depth fraud investigator's course.
- Management Level 1, Ontario Police College (1986). Basic management course teaching management concepts and skills.
- Analysis and Intelligence Process Course, Ontario Police College (1983)

EMPLOYMENT HISTORY

Humber Institute of Teaching and Advanced Learning (August 2007 – Present)

- Professor in the Police Foundations and Criminal Justice degree programs

Centennial College (August 2006 – August 2007)

- Full-time professor in the Police Foundations Program
- Experience in curriculum development and teaching of Criminal Justice Issues, Criminology, Introduction to Criminal and Civil Law, Criminal Code and Federal Statutes, and Police Powers
- Nominated by students for the George Wicken (Teacher of the Year) Award. 2006-2007. This nomination is a competitive process involving an average of six nominees per year and a written and verbal interview process
- Completed a department-sponsored project on plagiarism in May 2007. The project involves development of a lesson plan, PowerPoint, academic integrity quiz, pamphlet and case studies designed to educate students and teachers on plagiarism and how to properly cite research

University of Guelph – Humber (September – December 2006)

- Contracted position of professor for Part-Time Justice Studies
- Taught Criminology as an introductory course in the part-time degree completion program

Sheridan College (2002 – 2005)

- Part-time professor for their Continuing Education Department
- Designed and instructed the Sheridan College Fraud Investigation Course (2002-2005). During the fourteen weeks of the course I instructed on: fraud, forgery, credit card/counterfeit offences, cheque fraud, search warrants, interviewing, computer crime, identity theft, telemarketing, civil fraud recovery, Canada Evidence Act, and case management.
- Instructed the Police Powers Course (2003-2005). This was a fourteen-week course covering arrest, search and seizure and provincial statutes.

Peel Regional Police (1974 – February 2006)

- 32 years' service (3 as a cadet)
- Promoted to sergeant/detective in 1990
- In-service Training Instructor, Training Bureau – 2 years

- Patrol Sergeant – 7 years
- Major Fraud Investigative Team Leader – 2 years
- Fraud – Investigative Team Leader – 2 years
- Criminal Investigation, Investigator – 7 years
- Intelligence Bureau, Investigator – 3 years
- Neighbourhood Policing Sergeant – 1 year
- Uniform Patrol Constable – 6 years
- Cadet – 3 years (1 year with Metro Toronto Police)
- Temporary Assignments:
 - Homicide (3 occurrences)
 - Professional Standards (6 months)
 - Forensic Identification (6 months)

POLICE EDUCATIONAL BACKGROUND

- Team Leader, In-service Training, Peel Regional Police (2001-2003). Designed, facilitated and instructed in-service courses for the Peel Regional Police Training Bureau. These courses included the Ontario Major Case Management, General Investigative Techniques, Advanced Patrol Training, Investigative Interviewing and Search Warrant Drafting
- Guest instructor, Canada Evidence Act, Ontario Police College Fraud Investigation Course taught at Peel Regional Police, 2002
- Led the development and implementation of the Advanced Patrol Course for Supervisors for Peel Regional Police (2001)
- Developed and implemented a program of informant development taught to investigators and uniformed officers service-wide (2002)

INVESTIGATIVE EXPERIENCE AND ACCOMPLISHMENTS

- Team Leader, Major Fraud Unit (1999-2001). Responsible for the investigation of complex occurrences involving significant financial loss and those that required a coordinated team approach. My duties as case manager included: supervising a fraud investigative team of three officers; setting investigative priorities; creating investigative task lists; assigning tasks and monitoring progress; preparing search warrants, court briefs and investigative reports; interviewing witnesses and offenders; liaising with Crown Attorneys; ensuring enforcement goals were met in an effective and timely manner with limited resources
- Team Leader, General Fraud Investigative Team (1997-1999). Responsibilities included: supervision of six investigators; case management; resolving service complaints; organizing and assisting investigators with investigations arrests and searches; review of investigators' court briefs and investigative reports. I was also the coordinator of credit card and counterfeit offences, which involved investigation, liaising with bank investigators and

related agencies, the assignment of cases to investigators and coordination of activities, and lecturing on related offences and trends

- General criminal investigator over a seven-year period, which included: sexual offences, break and enters, robberies, fraud, etc. These investigations developed my search warrant drafting, interview and case management skills
- Principal investigator on two internal investigations relating to officers accused of theft and assault related occurrences
- Lead investigator responsible for investigating theft allegations against a police chief of a neighbouring police service in 2001
- Lead investigator on a bribery case involving a local politician that resulted in a conviction, 2000-2001
- Lead investigator of misappropriation \$17M of trust account funds by a Mississauga lawyer which resulted in a conviction and disbarment
- Lead investigator of \$1.2M mortgage fraud against seniors resulting in a conviction and restitution order (2000-2001)
- Intelligence Investigator (3 years) responsible for preparing wiretap affidavits on homicide and tractor-trailer theft occurrences; preparing search warrants; coordinating projects that were multi-jurisdictional involving wiretap, physical surveillance and investigation
- Forensic Identification Bureau Supervisor – I was transferred in to supervise a shift of officers for six months to cover for the absence of another supervisor. During that time, I was trained and functioned as a “Scenes of Crime Officer” responsible for the collection and preservation of evidence at crime scenes including fingerprint evidence. I was also able to upgrade my photographic skills with crime scene photography
- Investigator of public complaints against police during a three-month training transfer. This included internal investigation and reporting of complaints and the resolution of complaints where possible

LEADERSHIP EXPERIENCE AND ACCOMPLISHMENTS

- Acting staff sergeant in charge of 25 patrol officers for one year. The position involved the management and development of officers in a patrol capacity
- Patrol Supervisor for up to 25 uniformed officers over a seven-year period with responsibility for the professional development and supervision of patrol officers
- Acting in the capacity of Officer-in-Charge of the Fraud Bureau (1998-2001). I assumed this management role in the absence of the bureau head over a three-year period. In that capacity, I managed the operations of the 20-officer bureau
- Developed and implemented innovative strategies to increase investigative effectiveness within the General and Major Fraud units (1997-2001). An example of this was my initiative to restructure the officers’ roles within the Major Fraud Unit. The new approach allowed me

to spread the workload more evenly, increase productivity, and develop the skills and teamwork of the unit members

- Conducted selection interviews of prospective officer and civilian members for placement in the Fraud Bureau
- Chair, Community Station Committee (1995). The committee planned, budgeted, staffed and implemented the community station project in the Brampton area. The model has been adopted and remains in use force-wide
- Supervisor, Neighbourhood Policing Unit (1995-1996). Developed a unit focused on servicing community policing priorities in the Brampton area. This position involved the selection and supervision of 18 officers assigned to school and bike patrols

VOLUNTEER EXPERIENCE AND INTERESTS

- Travelled to Lusaka, Zambia in August 2006 to work with non-profit aid organizations to learn about development issues. Worked with the Treatment, Advocacy & Literacy Campaign (TALC), a non-governmental organization teaching representatives of grassroots AIDS support groups how to advocate for AIDS rights and develop a harm reduction policy. Initiated and delivered a donation of breast prosthetics and medical supplies to the University Teaching Hospital in Lusaka. Learned about other local advocacy organizations such as the Zambian AIDS Law Research & Advocacy Network (ZARAN) and different approaches to managing AIDS and Human Rights issues in Zambia
- Children's Aid Society Foster Parent (2005-2006)
- Photography – Created three member photo directories for Grace United Church from 1986-1995. This included the photography of 300 member families, the coordination of volunteer assistants and the organization of the final product for distribution through the church
- Private pilot and member of the Brampton Flying Club
- Playing baseball
- Music, band member (1999-2004)

MARY GOITOM

Education

Doctor of Philosophy (PhD) Social Work, University of Calgary, 2011

Thesis: Exploring the Identity and Identification of Second-Generation Ethiopian and Eritreans in Canada

Master's in Social Work, University of Calgary, 2008

Specialization: Leadership

Concentration: International

Thesis: Voices of Women: The Experiences of Women Survivors with Obstetric Fistula in Ethiopia

B.A, Social Work, McGill University, Montreal, Quebec, 2005

Honors B.A, Psychology, York University, Toronto, Ontario, 2001

Thesis: Exploring the Motivation, Self-Esteem and Achievement levels of black students at York University

Professional Experience

Apr 2010-Present

Research Assistant

Assets Coming Together for Youth (ACT for Youth)

5-year SSHRC-CURA Community-Based Research Project (York University & Jane-Finch Community)

Responsibilities:

- Develop and review research tools that are in congruence with anti-racist, anti-oppression frameworks
- Outreach and recruitment of youth
- Data collection (focus groups, in-depth interviews, surveys)
- Data analysis (Nvivo Software)
- Conduct and write review of literature and academic publications
- Engage with community partners and stakeholders
- Train youth interns from the community as co-researchers and build their capacity to take leadership roles in addressing important issues in their communities and lives

Sept 2009- May 2010 Teaching Assistant

University of Calgary, Faculty of Social Work

Courses: Social Policy & Social Justice (Graduate); Introduction to Social Welfare (Undergraduate)

Responsibilities

- Reinforcing lecture material

- Emphasizing relevance of course content
- Directing students to additional resources
- Facilitating discussion groups, workshops, review sessions
- Maintaining clear and complete records
- Student advocacy
- Setting course objectives: setting assignments; designing exams
- Grading assignments and exams
- Deliver presentations/lectures

Apr-Sept 2009

Research Assistant

Alberta Centre for Child, Family and Community Research (ACCFRC)
 Report Title: Recent Practices to Improve Maternal, Reproductive, Newborn, & Child Health of Indigenous Populations in Canada: A Compilation of Research, Review and Perspective

Responsibilities:

- Complete a systematic literature scan of key databases (ABI, PsychInfo, MEDLINE, EMBASE)
- Identify articles that are topically relevant
- Extract information from research publications
- Develop a database for data collection purposes
- Critically appraise research publications with best practice and research merit
- Arrange, develop agenda and record minutes of investigative team meetings
- Provide descriptive analysis of data
- Work with team with more complex data analysis and final report preparation

Apr-Sept 2008

Research Assistant

University of Calgary Faculty of Social Work – Development of Conceptual Framework to Enhance Labor Force Participation for People Living with HIV (PHA) in Canada

Responsibilities:

- Conducted a systematic literature scan of key databases (ABI, PsychInfo, MEDLINE, EMBASE)
- Identify and critically appraise topically relevant articles
- Data charting for the purposes of extracting relevant information from relevant research articles
- Engage in descriptive critical analysis of relevant articles with the investigative team
- Provide additional support to research coordinator

May-Oct 2007

Social Worker, Project Coordinator, Community Advocate
 Garbet Rehabilitation Project (GRP), Butajira, Ethiopia



Responsibilities:

- The GRP is a community based rehabilitation project dedicated to the rehabilitation of persons with epilepsy, post-polio paralysis, and the visually impaired
- 90% of Ethiopians live in rural areas and are three days away on foot to accessing the nearest clinic; as such, I worked with the traveling mobile clinic three times a week to provide medical services, prevention education, and provided individual as well as group counseling to community members on daily life issues
- Twice a week I provided the same services to patients that came to the centre
- Daily report writing
- Developed and implemented a program specializing in community prevention work in addition to another program that specialized in the empowerment of women by providing them with the tools whereby they can become effective agents of social change within their communities
- Training and supervising staff with regards to counseling, the planning and coordination of services and proposal writing
- The GRP receives funding from various international organizations including the WHO, therefore programs developed had to meet the WHO standards along with mandated budget, international development policies and programs

Apr-Sept 2007

Social Worker, Project Coordinator, Community Advocate
The Addis Ababa Fistula Hospital (AAFH), Addis Ababa, Ethiopia

Responsibilities:

- I developed and implemented a program on the social reintegration for women who have survived obstetric fistula
- I collected and compiled data as well as engaged in extensive research in order to develop a program that would be practical, cost effective and respectful of the community
- Presented developed program in the written form (proposal) and participated in various speaking engagement in both Canada and Ethiopia

Jan-Aug 2006

Social Work Intern
Project Interaction (P.I.), Montreal, QC

Responsibilities:

- Provide one hour weekly counseling to Gay/Lesbian/Bisexual/Two-Spirited/Transsexual community
- Ability to work independently and in a team environment
- Provide crisis and therapeutic intervention through the application of a strength-based approach to counseling
- Provide detailed psychosocial assessments in addition to weekly progress notes
- Network with other similar agencies within the Montreal area
- Research and provide necessary referrals to clients
- Involvement in community advocacy in addition to facilitating weekly discussion groups
- Campus advocacy through partnership with the McGill University Subcommittee on Equity

Aug 2005-Jan 2006 Social Work Intern, Traumatic Brain Injury Team (TBI)
Montreal General Hospital (MGH), Montreal, QC

Responsibilities:

- Interned as part of the Traumatic Brain Injury (TBI) program
- Operated as member of a bilingual multi-disciplinary team in a fast paced acute care setting
- Application of a strength based holistic approach to counseling and service provision
- Case management skills in addition to providing psychosocial assessments
- Crisis intervention along with counseling to patients and their families
- Act as a liaison and assist patient and staff with community resources
- Discharge planning activities for all patients
- Strong organizational skills with an ability to set priorities in a fast paced environment
- Ability to work independently and in a team environment
- Excellent interpersonal skills and communication skills (oral and written)
- Excellent decision making skills in addition to knowledge of the needs of a diverse community
- Liaise with other healthcare facilities, government and community organizations in order to provide appropriate service

Jun 2002-Sept 2006 Counselor
Community Living Toronto (CLT), Toronto, Ontario

Responsibilities:

- Develop and implement programs for young adults with disabilities
- Advocate on behalf of individuals with disabilities with community agencies
- Develop job placements/work experiences for individuals and liaise with employees
- Facilitate activities of daily living skills directed towards independent living and community integration
- Provide crisis and therapeutic intervention when needed
- Constant review of client progress, monitor suitability of placements and delivery of supports and services in order to ensure that progress is being made towards the achievement of the goal as outlined in the Person Directed Planning
- Interview and counsel clients for the purpose of placement in jobs or training programs
- Conduct assessments to determine client's job readiness
- Consult and liaise with various governmental and community agencies in order to advocate for resources in addition to maximizing support and services to clients and families
- Responsible for staffing, payroll and ensuring employee relations are amicable

Sept-Dec 2003

Youth Delegate

Ethiopian North American Health Professionals Association (ENAHPA)

Responsibilities:

- Work independently under broad guidelines as this was the first mission undertaken by ENAHPA
- Gather information for future research projects
- Arrange and at times facilitate meetings between ENAHPA, other NGO's and the Ethiopian Government
- Network with various intergovernmental organizations and build bridges for present and future collaborations
- Responsible for public relations work by arranging various interviews through the Ethiopian media
- Document, prepare and present a report on the mission
- Continued correspondence with various indigenous networks in addition to the Ethiopian government on behalf of ENAHPA
- Sustained active membership within the organization with regards to working on and providing support for various health and development related campaigns in Ethiopia

RESEARCH KNOWLEDGE

Nvivo Software

Working knowledge of SPSS and ATLAS t.i statistical program

Knowledge of Microsoft Office and some PeopleSoft experience

ACADEMIC PRESENTATIONS

Goitom, Mary (2010). Obstructed Labor (Fistula): The Challenges to Sustainable Solutions as Experienced by Women Survivors in Ethiopia. Oral Presentation , Canadian Conference on Global Health (CCGH).

Goitom, Mary (2010). Social Work Practice with Diverse Populations. Invited Lecturer, Mount Royal University Practicum Seminar Course.

Goitom, Mary (2008). Development Studies: Gender & Development Issues. Invited Lecturer to fourth year development studies students.

Goitom, Mary (2008). Voices of Women: The Experiences of Women Survivors with Obstetric Fistula in Ethiopia. Presented research findings along with results from community development work at the PARHAD Global Citizenship Conference.

Goitom Mary (2007). Women and Health in the Developing World. Educational presentation to young girls at the Calgary Girls School.

Goitom Mary (2007). Social Work and International Development. Voices International campus seminar.

Goitom Mary (2003). Evaluating ENAHPA's First Mission. Presented at the ENAHPA annual conference to board members on the success and areas of development of the first mission.

PUBLICATIONS

Alberta Center for Child, Family & Community Research (2009). Recent Practices to Improve Maternal, Reproductive, Newborn & Child Health of Indigenous Populations in Canada: A Compilation of Research, Review and Perspective. Calgary, Alberta: McNeil DA, Rikhy S, Siever J, Johnston A, Goitom M & ToughS.

University of Calgary Faculty of Social Work & Aids Calgary Awareness Association (2009). Making Communities Stronger: Engaging African Communities in a Community Response to HIV/AIDS in Calgary.

University of Calgary Faculty of Social Work & University of Toronto (2009). Development of Conceptual Framework to Enhance Labor Force Participation for People Living with HIV (PHA) in Canada.

Beatty, R., Bedford, J., Both, P., Eld, J., Goitom, M., Heimichs, L., Massoud, M., Maran-Bonilla, L., Ngo, H., Pynch, T., Umu, M., Rogerson, M., Sitter, K. (2008). Recording Action Research in a Classroom: Singing with Chickadees. EAR, to be published March 2008.

SCHOLARSHIPS & GRANTS

- Queen Elizabeth II Graduate (PhD) Scholarship, Open Graduate Competition (2009), \$15,000
- University of Calgary Faculty of Social Work the Dean's Entrance Scholarship (2008), \$9000
- Queen Elizabeth II Graduate (PhD) Scholarship, Open Graduate Competition (2008), \$10,200
- Alberta Graduate Student Scholarship (2008), \$2000
- International Studentship Grants (2007), \$500
- PARHAD Programmes & Consortium for Peace Studies (2007), \$4,280
- Queen Elizabeth II Graduate (Master's) Scholarship, Open Graduate Competition (2007), \$9200

AWARDS & HONOURS

- The Golden Key International Honors Society, (2005)
- Ethiopian North American Health Professionals Association, (2003)

LINDA HILL

Education:

- 1997 - 2000 University of Toronto, Ontario Institute for Studies in Education
Master of Arts (Community Development)
- 1991 - 1992 Humber College
Graduate Certificate in Life Threatening Illness, Dying and Bereavement
- 1988 - 1991 University of Toronto
Graduate Diploma in Gerontology
- 1982 - 1986 University of Guelph
Bachelor of Applied Science (Family Studies and Human Development)

Registration:

Registered Social Worker, Ontario College of Social Workers and Social Service
Workers
Registration # 813123

Academic Environment:

List of Courses Taught (1990 – Present):

SOCIAL WORK FOCUS:

- Community Development
- Agency Administration and Fundraising in the Non-profit Sector
- Group Work Skills
- Orientation to Human Services and Social Welfare
- Interpersonal Skills
- Seminar and Field Placement

GERONTOLOGY FOCUS:

- Introduction to Gerontology
- Promotion of Abilities
- Mental Health and Older Adults At Risk
- Ethnicity & Aging
- Practice Related Research
- Seminar and Field Placement

PALLIATIVE CARE FOCUS:

- History of Palliative Care

- Introduction to Palliative Care

PERSONAL SUPPORT/ATTENDANT FOCUS:

- Mental Health
- Fundamentals of Caregiving

Fully On-Line Course Development:

- Philosophy and History of Hospice Palliative Care (2002)
- Communication Skills in Hospice Palliative Care (2002)
- Introduction to Palliative Care (2002)
- Introduction to Human Services (2005)

Course Outline Development:

- Guelph-Humber, B.A. (Gerontology) – 2 courses
- Humber College, Palliative Care Certificate – 7 courses
- Humber College, Gerontology Multi-discipline Post Diploma Certificate – 8 courses
- Humber College, Gerontology Activation Techniques Post Certificate – 4 courses

Management of Educational Programs:

- Program Coordinator, Social Service Worker Diploma, Humber College, School of Social and Community Services (2005 – present)
- Program Coordinator, Ontario Graduate Certificate in Gerontology, Humber College, School of Social and Community Services (2010 – 2012)
- Program Advisor, Post-Diploma Gerontology Multi-Discipline, Humber College, School of Health Sciences (1994 – 1997)
- Program Advisor, Post-Certificate Gerontology Activation, Humber College, School of Health Sciences (1994 – 1997)

Conference Management:

- 1997 Caring Conference Coordinator, School of Health Science, Humber College
- Geriatric Series for RNs Coordinator, School of Health Science, Humber College
- SSW and Community Workers Forum Coordinator, School of Social and Community Services, Humber College
- Showcase 2010 Chairperson – College-wide faculty conference, Humber College

Publications:

Desai, S. & Hill, L. (2007). *Social Service Workers*. In Turner, J., and Turner, F. (Eds.). *Canadian Social Welfare* (6th ed). Toronto: Pearson.

Hill, L. (2000). Thesis: *Attributes of older women involved in pedagogy for social change*. Toronto: University of Toronto Library.

Hill, L. (1995). *Senior women speak out against violence*. Toronto: Ontario Women's Directorate.

Hill, L. & Montpellier, R. (1993). *Visiting homemaker palliative care training manual*. Toronto: Ontario Community Support Association.

Hill, L. & Quek, T. (1991). *Seniors helping seniors workbook series*. Toronto: Health and Welfare Canada.

Hill, L. (1989). *My house is not my home: In-home technologies for persons with Alzheimer's Disease*. Toronto: Ministry of Community and Social Services.

Conference Presentations:

Humber College, Showcase (2013). Workshop: *Somewhere over the rainbow: LGBTQ positive space campaign*.

Humber College Showcase Conference (2012). Workshop: *That's so gay: Building positive campus space*.

Humber College Showcase Conference (2011). Workshop: Stress management.

Ontario Community Support Association Annual Conference (2006). Workshop: *How to write a funding proposal for supportive housing*.

Leading the Way Ontario Community Support Association Conference (2005). Workshop: *How to write a supportive housing proposal the Ministry will want to fund*.

Toronto Supportive Housing Consortium Conference (1999). Keynote Speaker: *Supportive housing models: Extension of the long-term care continuum in the community*.

Toronto Supportive Housing Consortium Conference (1998). Workshop: *An integrated approach to supportive housing for frail elders.*

Humber College Caring Conference (1997). Keynote Speaker: *The value of front-line caregivers in the long-term care system.*

Alzheimer's Disease and Related Disorders Annual Conference (1994). Poster presentation: *Users of respite care services: Profile of caregivers and care receivers.*

Alzheimer's Disease International Conference (1993). Poster presentation: *In-home respite for primary caregivers.*

Canadian Association on Gerontology Annual Conference (1991). Paper presentation: *Quality in-home care: A quality assurance survey designed to evaluate home support programs.*

Canadian Association on Gerontology Annual Conference (1991). Paper presentation: *Seniors helping seniors: A peer education model.*

Ontario Association for Family Respite Services Annual Conference (1990). Workshop presentation: *Issues in providing community respite services.*

Ontario Mental Health Foundation Care for the Elderly Conference (1990). Paper presentation: *Issues in providing community respite care.*

Canadian Association on Gerontology Annual Conference (1990). Paper presentation: *Technology and daily living: Use of households with persons with dementia.*

Home Support Canada Annual Conference (1989). Starting from scratch: *Developing an in-home respite program for family caregivers.*

Changing Future Directions: Respite Care in the 1990s. (1989). Workshop: *Setting up in-home respite program for the elderly.*

Employment:

HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY, Toronto, Ontario
Professor and Program Coordinator, Social Service Worker Program (Aug. 2006 – present)

Coordinate all aspects of the Social Service Worker Program. Screen new applicants. Hire and orient part-time faculty. Handle day-to-day operations of the program. Facilitate faculty

meetings. Liaise with community advisory committee. Undertake strategic planning initiatives in consultation with faculty and community partners. Advise students on academic issues. Develop and teach courses in social services. Undertake project work assigned by the Associate Dean and Dean. Facilitate workshops for new faculty through the Centre for Teaching and Learning.

Part-Time & Partial Load Faculty (1994 – 2006)

Taught in full-time and continuing education programs in the schools of Health Sciences and Social and Community Services.

Program and Student Advisor, Gerontology (1994 - 1997)

Managed the delivery of two graduate programs in gerontology. Determined course offerings and coordinated logistics of course delivery. Evaluated the effectiveness of each program in meeting the learning needs of students and potential employers. Determined and wrote program curriculum, learning objectives and outcomes in collaboration with community advisory committee. Wrote and conducted Independent Learning Modules. Hired and supervised course instructors. Provided academic counselling to students. Taught selected courses. Supervised student field placements.

Curriculum and Program Development (1997 - present)

Wrote two course outlines for Guelph-Humber Gerontology Degree Program. Developed program proposal, including all curriculum and course outlines for Palliative Care Certificate Program for RNs and Palliative Care (Multi-Discipline) Certificate. Developed and facilitated on-line courses. Created marketing plan for palliative education at Humber and successfully increased enrolment. Planned and implemented several Conferences. Completed full review of the SSW Program and wrote review report.

RICHVIEW SUPPORTIVE HOUSING CORPORATION, Toronto, Ontario

April 1995 – July 2006

Executive Director

Wrote grant application to establish the agency. Managed the provision of home support/social services in a supportive housing complex serving 365 older adults. Hired and supervised social work and personal support staff. Developed training materials. Designed and implemented in-service training and staff development program. Established and monitored policies and procedures to ensure the delivery of quality care and legislative requirements. Developed and implemented risk management and quality assurance programs. Managed budget and finances of corporation. Developed annual service plans and budgets for Ministry of Health. Provided support to volunteer Board of Directors.

GEORGE BROWN COLLEGE, Toronto, Ontario

September 1990 - June 1993

Part-Time Faculty

Taught courses in the full-time and continuing education Gerontology Activation Program. Developed curriculum based on learning outcomes and utilized a variety of teaching methods targeted at adult learners.

CIRCLE OF CARE, North York, Ontario

August 1986 - March 1995

Senior Manager, Policy and Program Development

Advised the Executive Director on program and policy directions. Researched issues affecting service delivery including, new/amended government legislation and policy, demographic trends, and shifts in funding priorities. Recommended, in consultation with staff, consumers and board members, new areas of agency program and policy development. Undertook special projects determined by the Executive Director such as: proposal and report writing, implementation of new programs, needs assessment, and program evaluation.

Manager, In-Home Services

Managed the provision of in-home services to community based seniors and adults with disabilities. Supervised nine Program Coordinators responsible for 180 Personal Support Workers. Developed and implemented program policies and procedures. Monitored all aspects of service delivery.

Manager, Special Projects

Researched funding for special projects. Wrote grant proposals. Managed projects as follows:

Visiting Homemaking Palliative Care Training Program - Conducted needs assessment survey. Chaired community advisory committee. Developed course curriculum for adult learners. Co-authored 200 page training manual for the Ontario Community Support Association which was used as the model curriculum for palliative care training of para-professionals in community work.

Seniors Helping Seniors Project - Managed and implemented peer education program for older adults focussed on health promotion. Co-authored series of learning modules. Managed the recruitment & training of peer educators. Chaired community advisory committee. Conducted project evaluation activities and published Final Report summarizing project outcomes.

Technology and Dementia Research Project - Planned and coordinated research project with the Program Technology Branch of the Ministry of Community and Social Services. Investigated usage patterns of technologies for persons with Alzheimer's Disease residing in the community. Designed survey. Interviewed 40 care-givers. Wrote practical guidebook for care-givers.

Alzheimer Respite Program - Developed in-home respite program for families caring for persons with cognitive impairments. Organized all aspects of the service including client assessment tool, staffing, program policies and procedures. Assessed new clients in their home environment. Followed-up on caseload of 50 clients and caregivers.

Care Manager, Personal Support Worker Program

Coordinated homemaking services for older adults. Provided case management assistance to 150 seniors. Provided education and support to family care-givers. Supervised 50 Personal Support Workers. Organized and implemented staff development/training program.

Community Research and Consulting Projects

Since 1995, I have completed a number of freelance projects in the community sector with a focus on advocacy, education, proposal and report writing, needs assessment, project development and evaluation. Examples include:

Ontario Coalition of Senior Citizens Organizations (1995 – 2010)

- Wrote grant applications
- Wrote position papers and government briefs
- Evaluated Ethno-Cultural Partnerships: Strengthening Seniors' Advocacy Project
- Investigated older women's experiences with violence through a grant from Ontario Women's Directorate
- Created evaluation plan and tools for research project – A Snapshot of Caregiving in Ontario
- Facilitated strategic planning process with Board of Directors

Humber College, Community Development Projects (2008 – 2011)

Jamestown Coalition

- Worked with group of 15 agencies in the Jamestown community running weekly classes over a four month period focusing on community needs assessment, program development and proposal writing skills.

African Canadian Network

- Collaborated with 60 faith-based groups over a two year period offering regular workshops on program development, evaluation and how to write a funding proposal.

Toronto Housing Corporation

- Supported 20 women over a one semester period identified by Toronto Housing Corporation for their demonstrated leadership skills. Facilitated bi-weekly classes on community needs assessment, program development, evaluation and how to write a funding proposal. Coached women on presentation skills and attended their pitch to the Social Investment Fund to offer feedback and support.

Centre for Teaching and Learning at Humber

- Workshop development and facilitation for community of new faculty focussed on capacity building around classroom management.

Richview Community Care Services

- Sit on Board of Directors (2009 – present)
- Wrote funding proposal for community food bank (2013)
- Facilitating food bank planning and implementation process (current)

Community Volunteer Work:

Recent examples include:

- Richview community food bank grant writing, development and implementation (2012 – present)
- Richview After-School Program for marginalized youth (2009)
- Water Ambassador's Canada Annual Fundraiser – planning and implementation team (2008 – present)
- Farely Foundation Community Book Sale Fundraiser – community outreach (2005 – present)
- Richview Community Care Services – Board member (2008 – present)
- Millwood Public School – Literacy/Roots of Empathy Facilitator (2002 – 2005)
- Millwood Public School – Parent Council Newsletter Editor (2005 – 2007)

Committees:

Recent examples include:

- Gender and Sexual Diversity Committee, Humber College (2013)
- Urban Alliance on Race Relations Advisory Committee (2013)
- Centre for Teaching and Learning, Humber Press Editorial Committee, Humber College (2013)
- Ontario Social Service Worker Educators' Provincial Task Force (2012)
- School of Social and Community Services Coordinators Group (2013)
- Central West Local Health Integration Network Board to Board Learning Group (2009 – present)

Riyaz J. Hussein

PRESENT POSITION

Feb. 2012 – Present

Legal Services Unit
- **Unit Commander**

Duties include: Budget, Staff Development, morale, managing senior officers, overseeing Medical Bureau, Safety and Worker's Compensation Section of OHS Unit, membership on the Chief's Site Security Advisory Committee, representative on various other internal and external committees, development and implementation of various health and safety corporate initiatives, inspection of field units and general risk management duties.

PREVIOUS EXPERIENCE

Feb. 2011 – Feb. 2012

Occupational Health and Safety Unit
- **Unit Commander**

Duties include: Budget, Staff Development, morale, managing senior officers, overseeing Medical Bureau, Safety and Worker's Compensation Section of OHS Unit, membership on the Chief's Site Security Advisory Committee, representative on various other internal and external committees, development and implementation of various health and safety corporate initiatives, inspection of field units and general risk management duties.

Mar. 2010 – Feb. 2011

Risk Management Unit (PRS)
- Duty Inspector

Nov. 2009 – Mar. 2010

Risk Management Unit (PRS)
- Staff Sergeant

May 2006 – Nov. 2009

Employment Unit (HQ) – Staff Sergeant

Recruiting Section – Officer in Charge

July 2004 – May 2006

12 Division – Staff Sergeant

July 2000 – July 2004

14 Division - Detective

Criminal Investigative Bureau

* Desig.Training Det.("D" Plat. CIB)

** Member of Chief's Divisional Detective
Oper. Review Committee (Feb./Mar.'2001)

Sept. 1998 – July 2000

14 Division Uniform Sergeant
(Appointed to Rank: July 15th/96)

Dec 1997 - Aug.1998

54 Division Uniform Patrol

** Feb.'98-Mar.'98 "Project Breakdown"

Oct. 1997 - Dec. 1997

Intelligence - Tamil Squad

June 1997 - Oct. 1997

54 Division Uniform Patrol

Feb. 1997 - June 1997

SPECIAL TASK FORCE – TAMILS TEAM LEADER / ROAD BOSS

July 1995 - Feb. 1997

NO.4 DISTRICT DRUG SQUAD

** C.I.S.O DESIGNATED – U/C OFFICER

July 1993 - July 1995

NO.5 DISTRICT DRUG SQUAD

Apr. 1992 - July 1993

55 Division Uniform Patrol

Oct. 1991 - Apr. 1992

55 DIVISION - PLAINCLOTHES

Mar. 1991 - Oct. 1991

55 DIVISION - FOOT PATROL

Jan. 1989 - Mar. 1991

55 DIVISION - UNIFORM DUTIES

Nov. 1988 - Dec. 1988

52 DIVISION - FOOT PATROL

July 1988 - Nov. 1988

Training - Aylmer Police College

(POLICE) EDUCATION / TRAINING:

Apr. '13	Microsoft Cyber Crime Conf.	Toronto, Ont.
Nov. '12	Police Hearing Officer Conf.	Orillia, Ont.
Nov. '12	Professional Standards Conf.	Toronto, Ont.
Oct. '12	Outlaw Biker Symposium	TPC
May '11	Hearing Officer Course	Peel Region
Mar. '11	SAP – Budget Training	TPC
June '10	Police Service Act –Level 1	OPC
May '08	National Law Enforcement Recruiting and Diversity Conference	Arlington, Va.
Apr. '08	TRMS Training	C.O Bick College

Jan. '08	National Recruiter's Seminar	Ottawa, Ont.
May '07	OACP – SIU Workshop	Toronto, Ont.
Apr. '07	Cert. PREP Appraiser Course	OPC by ATS
Aug. '06	National Summit on Law Enforcement Diversity Recruiting	San Diego, Ca.
Feb. '06	Successful Leadership	Hamilton, Ont.
Jan. '05	Advanced Police Training	C.O Bick College
Oct. '04	Suspect Apprehension Pursuit Trn.	TPS-PVO Facility
Nov. '03	eCOPS Training	Police H.Q
May, '01	Provincial Search Warrant Course	OPC
May '01	Ontario Major Case Management	C.O Bick College
May '01	Domestic Violence Investigations	C.O Bick College
May '01	Policing and Diversity	C.O Bick College
Oct. '00	Sexual Assault & Child Abuse	C.O Bick College
Mar. '99	Management Level I	C.O Bick College
Dec. '96	Oleoresin Capsicum Spray and Expandable Baton-Refresher Course	C.O Bick College
May '96	CRIMINAL INTELLIGENCE SERVICES OF ONTARIO (C.I.S.O) - Designated Undercover Operators Course	O.P.P College
Mar. 21-22, '95	Narcotics Info. Sharing Seminar	O.P.P College
Mar. 9, '94	Oleoresin Capsicum Spray	C.O Bick College
Feb. 17, '94	Expandable Baton Course	C.O.Bick College
Jan. 24-Feb. 6, '94	Criminal Investigation Level 2	C.O Bick College
Mar. 8-14, '93	Drug Investigators Course	C.O Bick College

Feb. '93	Booker Training	# 55 Division
Feb. '93	Station Duty Training	# 55 Division
Jan. 25--29, '93	Crisis Resolution Course	C.O Bick College
Nov. 9-15, '92	Criminal Investigation Level 1	C.O Bick College
Oct. 1-19, '90	Intermediate Constable Course	Aylmer Police College
Oct. 17, '91	Unit Firearms Training Course	C.O Bick College
Sept. 24-30, '90	Conflict Management Course	C.O Bick College
Nov. '89	Fingerprint Training	Indent. Bureau
Oct. '89	Alert Training	C.O Bick College
Nov. '88	Radar Training	Police College
July '88 - Nov. '88	Probationary Course (8803)	Aylmer Police College

(SCHOLASTIC) EDUCATION / TRAINING:

June '08	Doctorate (PhD.) - Theory and Policy Studies University of Toronto
May '04	Jay Albanese Award in Criminal Justice Niagara University
June '03	Masters Degree (MSc.) - Criminal Justice Administration Niagara University
June '03	Certificate – Multi Modal Behaviour Brock University
June '00	Baccalaureate Degree (w/High Distinction) University of Toronto
June '86	Secondary School Honors Diploma (Ont.Scholar 85 %+ avg.) Dr. Norman Bethune Collegiate Institute

Doctoral Courses:

Jan. '07 - May '08	Doctoral Research
Oct. '06	Comprehensive Exams
Apr. '06 – Jul.'06	Higher Education and the Law (TPS1843)
Jan. '06 – Apr. '06	Advanced Legal Issues in Education (TPS3030)
Sept. '05 – Apr. '06	Recurring Issues in Postsecondary Education (TPS1803)
May '05-June '05	Methods of Institutional Research and Planning (TPS1811)
June '05-Aug. '05	History of Higher Education (TPS1820)

Graduate Courses:

May '03-Jun '03	Independent Study – in Multi-Modal Behaviour (CRJ600)
Jan. '03-May '03	Policy Paper (capstone course) (CRJ650) / Statistics (CRJ520)
Sep. '02-Dec. '02	Research Methods Planning and Evaluation (CRJ540) System Wide Issues in Criminal Justice (CRJ500)
Jun. '02-Aug. '02	Administrative Organization and Individual Assessment (EDU616) Interpersonal Communication (EDU663) Wellness Counseling (EDU659)
Jan. '02-May '02	Comparative Criminal Justice Systems (CRJ575) Professional Ethics and Liability (CRJ530)

Undergraduate Courses:

Sept. '99-May '00	Sociology of Work and Industry (SOCB33Y)
Sept. '98-May '99	Urban Sociology (SOCB05Y)
Sept. '97-May '98	Social Statistics (SOCB06S)
	Social Change (SOCB25F)
	Sociology of Mass Media & Communications (SOCC34Y)
Sept. '96-May '97	Methods of Social Research (SOCB01Y)
	History of Social Theory (SOCB03Y)
Sept. '95-May '96	Race and Ethnic Relations (SOCB20Y)
	Criminal Behaviour (SOCC30F)
	Sociology of Law and Law Enforcement (SOCC11S)
May '95-Aug. '95	Deviant Behaviour (SOCB18Y)
Sept. '87- May '88	Management Accounting (COMB01Y)
Sept. '86 - May '87	Financial Accounting (COMA01Y)
	Economics (ECOA01Y)
	Political Science (POLA01Y)
	Astronomy (ASTA03Y)
	Sociology (SOCA01Y)

COMMENDATIONS / AWARDS:

Community Award (July 2008)

BMX Community Contribution Award

Academic Award (May 2004)

Jay Albanese Award in Criminal Justice

TPS 901 (April 2001)



Chief's Divisional Detective Review

Letter of Recognition (April 1999)

Professional Standards

Commendable Letter (February 1998)

Hold-Up Squad

MTP 545 (February 1998)

54 Major Crime

MTP 545 (October 1997)

TAMIL TASK FORCE (No. 42 Div.)

MTP 545 (September 1996)

NO.4 DISTRICT DRUG SQUAD

MTP 545 (November 1995)

NO. 5 DISTRICT DRUG SQUAD

MTP 545 (November 1995)

NO. 4 DISTRICT DRUG SQUAD

District Award (February 1995)

NO.5 DISTRICT HEADQUARTERS

MTP 545 (October 1994)

NO. 5 DISTRICT DRUG SQUAD

MTP 545 (August 1994)

HOMICIDE SQUAD

MTP 545 (June 1993)

55 DIVISION

MTP 159 (January 1993)



55 DIVISION C.I.B

MTP 159 (October 1992)

55 DIVISION PLAINCLOTHES

MTP 159 (May 1992)

55 DIVISION PLAINCLOTHES

MTP 159 (November 1991)

55 DIVISION PLAINCLOTHES

COMMENDATION (February 1991)

POLICE SERVICES BOARD

MTP 159 (January 1991)

55 DIVISION UNIFORM BRANCH

MTP 159 (February 1989)

HOLD UP SQUAD

Commendable Letter (February 1995)

Wynn Family Properties

Commendable Letter (March 1994)

Applebie Public School

Commendable Letter (July 1992)

55 Division

Commendable Letter (March 1989)

55 Division

Commendable Letter (January 1989)

Deputy Sheriff K. FOSTON

COMMITTEES / OTHER:



Sep. '12 – Present	President St. Mary's Parent's Council
Feb '11 – Present	Toronto Police Service Joint Occupational Health & Safety Committee
Feb '11 – Present	Toronto Police Service Emergency Preparedness Committee
Feb '11 – Present	Toronto Police Service – Chief's Site Security Advisory Committee
Feb '11 – Present	Provincial Occupational Health and Safety Committee
Feb. '09 – Present	Executive Com. (Chair)/ Advisor - South Asian Internal Support Network
Feb. '07 – Present	Humber Police Foundations Advisory Committee
May '06 – Oct. '10	Toronto Police Recruiting Coalition

LECTURES CONDUCTED/ATTENDED & COURSES TAUGHT:

2010	Curriculum Development – Corrections Degree (Humber)
2007	Curriculum Development – Justice Studies Degree (Guelph-Humber)
1998 - Present	<p>Professor – Police Foundations</p> <p>Humber College (Part-time Faculty)</p> <ul style="list-style-type: none"> - Police Foundations Program <ul style="list-style-type: none"> o Intro to Criminal Justice (PFP 101) o Ethics (PFP 106) o Criminology (PFP 201) o Social Problem (PFP 203) o Criminal and Civil Law (PFP 301) o Police Powers 2 (PFP 303) o Youth in Justice (PFP 305) o Traffic Management (PFP 307) <p>Professor – Justice Studies</p> <p>University of Guelph-Humber (Part-time Faculty)</p> <ul style="list-style-type: none"> - Part-time Justice Studies Program <ul style="list-style-type: none"> o Criminological Theories II (AHSS 3060) o Contemporary Theory II (AHSS 3050)
1990 - 2010	<p>Guest Speaker – For various:</p> <ul style="list-style-type: none"> - Community Groups, TPS Units, Other Police Agencies, Youth Groups

And Professional Organizations

Topics Included:

- General Drug Awareness / effects of short and long term drug use
- Recruitment Issues
- Hate Crime / Adjustment of new immigrants
- Tamil Community / Gangs
- Law surrounding Violence/weapons
- Development of school / youth programs
- Overdoses/ signs of Drug Use in Teenagers

Treisha Hylton

EDUCATION

Masters of Social Work (MSW), York University: Toronto, ON, 2006

Bachelors of Social Work (BSW), Ryerson University: Toronto, ON, 2004

Community Worker Diploma, George Brown College; Toronto, ON, 1998

TEACHING EXPERIENCE

2012 – Present: Lecturer, Ryerson University: Faculty of Community Services

Courses Instructed:

Diversity in Child and Youth Care

Professional Issues I and II

Advanced Therapeutic Interventions (*Distance Education*)

Internship

2012 – Present: Lecturer, University of Ontario: Institute of Technology: Faculty of Social Studies and Humanities

Courses Instructed:

Alternative Methods to Justice

Restorative Justice

What is Community

2010 – Present: Professor, Durham College: School of Justice and Emergency Services

Courses Instructed:

First Nations and Diversity

Research Methodologies

Sociology and Society

Mediation Theory and Practice (*Graduate Instruction*)

2012-2013: Professor, Humber Institute of Technology and Advanced Learning: School of Social and Community Services

Courses Instructed:

Inclusive Community Practices

First Nations and Criminal Justice

Field Placement Coordinator: Criminal Justice Degree Program

TEACHING COMPETENCIES

Undergraduate and Graduate Instruction
Fluency in Distance Education
Teacher's Assistant Management
Teaching with Technology
Proficiency with Learning Management Systems
Course Development
Experimental Pedagogy
Methodologies for Inclusive Classrooms

RESEARCH INTERESTS

Student Engagement
Student Development
Diversity in Higher Education
Experimental Learning
Youth, Diversity and Access to Higher Education
Inclusive Pedagogical Methodologies

RESEARCH EXPERIENCE

2009-2011, Research Advisor, Massey Centre

Girl Talk Drug Prevention Project

Provided statistical data, literature reviews, consultations and designed retention strategies for participants

2005-2006, Research Assistant, York University: School of Social Work

Provided research support to faculty member; literature reviews, preparing research reports and presentation

2004-2005, Research Coordinator, Ryerson University: School of Social Work

Malvern Youth Leadership Inclusion Facilitating and Enabling Project (MYLIFE)

Transcribing, analyzing and coding data (questionnaires, focus groups, and quantitative data).
Community Capacity Building project aimed at improving youth's environment through systematic changes

ACADEMIC WRITING

Empowering Black Girls through Sports and Physical Activity: A Social Work Approach
York University Graduate Practice Research Paper; School of Social Work 2006

PROFESSIONAL EXPERIENCES



2009-2012 Clinical Supervisor; Massey Centre

Developed strategies for clinical and best practices in accordance to Children's Mental Health Ontario

2007-2008 Social Worker; Toronto Catholic District School Board

Provided psycho-educational assessment to improve the academic and social outcomes of the student population

2006-2007 Case Manager; Native Child and Family Services

Provided culturally appropriate treatments for First Nations Youth and families

PRESENTATIONS

2011 Guest Lecturer – Diversity, Equity and Access in Social Work Practice, University of Toronto; Faculty of Social Work

2009 Presenter – Strength-Based Perspective with Vulnerable Clients: Finding Resiliency in Clients and Us, Massey Centre

2008 Presenter – Presenting life skills and empowerment tools for marginalized youth, City of Toronto

PROFESSIONAL DEVELOPMENT

Web Conferencing, Learning and Teaching Office: Ryerson University, 2013

Designing Blogs and Wikis, Learning and Teaching Office: Ryerson University, 2013

Understanding Learning Differences, Learning and Teaching Office: Ryerson University, 2013

Facilitating Group Work, Learning and Teaching Office, Ryerson University, 2012

Teaching Large Classes, Learning and Teaching Office, Ryerson University, 2012

Web 2.0 and Social Media in the Classroom, Learning and Teaching Office, Ryerson University, 2012

Creating an Effective Teaching Dossier, Learning and Teaching Office, Ryerson University, 2012

DANITA KAGAN

Degrees:

- June 2001 Ph.D., Sociology, University of Toronto.
Dissertation: *Rethinking Jewish Vitality: Exploring Sources of Significance, Affection and Change in Traditional Jewish Ritual Observance*, 431pp.
Advisor: Dr. Wsevolod Isajiw
- 1991–1993 M.A. (Sociology), Queen's University.
Thesis: *Dismantling Cultural Barriers in the Educational Context: A Case Study*, 198pp.
- 1988 – 1991 Honours B.A. (Sociology), Trent University.
Thesis: *Barriers to Access: ESL Immigrant Adolescents and Schooling Acculturation*, 86pp.

Employment History:

- 2003 spring – present Professor, Sociology, Liberal Arts and Science, Humber Institute of Technology and Advanced Learning
- 2003 (winter) Lecturer: “City Life” (degree credit), Humber-University of New Brunswick Nursing Programme and Humber College
- 2002 (fall) Lecturer: “Sociology of Consumption” (degree credit), University of Guelph-Humber
- 2002 (fall) Lecturer: “Humanities” (LAS foundation course), Team/Solo teaching groups 1, 2, and 3, Humber College
- 2002 (Winter) Lecturer: “Urban Sociology,” (degree credit) Humber College
- 1997–2001 *Teaching Assistant*, “Introduction to Sociology”
Department of Sociology, University of Toronto
Professor Bob Brym
- 1993-1997 *Teaching Assistant*, “Introduction to Sociology”
Department of Sociology, University of Toronto
Professor Lorne Tepperman

- Summer '96 *Teaching Assistant, "Ethnic and Race Relations"*
Department of Sociology, University of Toronto
Professor Zoran Pejovic
- Summer '95 *Teaching Assistant, "Sociology of Education"*
Department of Sociology, University of Toronto
Professor Galleguillos
- 1992-1993 *Teaching Assistant, "Sociology of Education"*
Department of Sociology, Queen's University
Professor Bob Pike
- 1991-1992 *Teaching Assistant, "Introduction to Sociology"*
Department of Sociology, Queen's University
Professor Resa Nakhaie
- 1988-1991 Fitness Instructor and Program Coordinator
Trent University, Peterborough, Ontario

Scholarly and Professional Activities:

- 2002/2003 Humber College, Toronto, Ontario
Consultant
- Participated in the construction of a university-level Sociology course proposal
- 2001 University of Toronto Faculty of Arts and Sciences
Education Researcher
- Produced a critical review/evaluation of studies exploring the effectiveness and outcomes of innovative writing-to-learn interventions in the classroom.
Successfully negotiated and built a consensus amongst competing stakeholders.

Conference Presentations

"The State of Toronto Jewry Across Successive Generations: Rethinking the Measurement of Jewish Identity." Paper presented at *Interdisciplinary Perspectives: Using Qualitative Methods to Study Social Life Conference*, Ontario Institute for Studies in Education, August 5-8, 1997.

“Merging Identities: The Life Histories of Eight Jewish Lesbians.” Paper presented at the 13th *International Qualitative Analysis Conference*, McMaster University, May 28-31, 1996.

“The Researcher as ‘Other’: The Problematics of Accessing Marginal Communities.” Paper presented at 12th *International Qualitative Analysis Conference*, University of New Brunswick, Fredericton, October 1995.

“Ontario’s Employment Equity Commission and Visible Minority Women: Confronting the Realities of the ‘Doubly Disadvantaged.’” Paper presented at University of Toronto, January 1993.

Courses Taught (past 5 years):

- Sociology of Consumption
- Urban Sociology
- City Life
- Introduction to Sociology
- Humanities

Publications:

Report:

Mushkat, Danita. 2001. “A Review of Studies Evaluating WAC Initiatives.” A report commissioned by the Faculty of Arts and Science Writing Committee, University of Toronto.

Refereed Publications:

Muskat, Danita. 1999. “Alienated Jews: What about Outreach to Jewish Lesbians?” *Journal of Jewish Communal Service*, 75(4): 239-247.

Work in Progress:

“Rethinking Jewish Vitality” (converting doctoral dissertation to book)

TAN DUY LE

EDUCATION

- 2001 – 2003 **Master of Science** – Applied Statistics University of Guelph, Canada.
1998 – 2000 **Master of Science** – Applied Mathematics. University of Guelph, Canada
1994 – 1998 **Bachelor of Science** – Honours Mathematics and Statistics McMaster
University, Canada.
1985 – 1988 Medical school of Dong Nai, Vietnam

EMPLOYMENT HISTORY

Mathematics and Statistics Professor, 2007 – present
Humber Institute of Technology and Advanced Learning

Mathematics and Statistics Instructor, 2002 – 2007
Humber Institute of Technology and Advanced Learning

- Lecturing course material to students to insure understanding and all material is covered.
- Provided tutorials to insure students are prepared and material well understood.
- Marking and invigilation of midterms and finals.

Teaching assistant, 2001 – 2003
University of Guelph, Mathematics and Statistics Department

- Lecturing course material to students
- Assisted students with course materials during tutorial sessions insuring that course material was understood.
- Assisted professor with marking and invigilation of midterms and finals.
- Researching on the topic: Distribution of Long Period Comets.

Teaching assistant, 1998 - 2000
University of Guelph, Mathematics and Statistics Department

- Lecturing course material to students
- Assisted students with course materials during tutorial sessions insuring that course material was understood.
- Assisted professor with marking and invigilation of midterms and finals.
- Researching on the topic: Symmetric Fast Fourier Transform.

Teaching Assistant, 1996 – 1998
McMaster University, Mathematics and Statistics Department

- Marking and invigilation of midterms and assignments.

Teacher, 1996 – 2002

The Hamilton-Wentworth Roman Catholic Separate School Board

- Teaching Vietnamese language to teenagers.
- Enhanced students' knowledge and interest in Vietnamese culture.

EDUCATIONAL SKILLS

- **Statistics:** Operation Research, Probability, Mathematical Statistics, Data Analysis, Actuarial Mathematics, Life Insurance, Survival Distribution, Life Annuities, Multivariate Analysis, Stochastic Process.
- **Mathematics:** Calculus, Advanced Calculus, Linear Algebra, Advanced Algebra, Financial Mathematics, Discrete Mathematics, Numerical Analysis, Dynamical System, Optimization, Real and Complex Analysis, Differential Equation, Mathematics of Modelling,...
- **Computer:** SPSS, S-PLUS, SAS, Visual Basis, Microsoft Excel, Latex, Maple V, Matlab.
- **Economic:** Micro-Economic, Macro-Economic, Games Theory.

AWARDS / AFFILIATION

- Innovation of the year award, Humber College, 2006 – 2007.
- Member of Mathematics Club, McMaster University, 1996 – 1998.
- One of the top five winners for the American Mathematics Contest, Sir John A. Macdonald Secondary School-Hamilton, 1994.

Arthur Lockhart, M.ed is a professor of justice studies of Humber College.

Arthur has held the past positions of:

- Chair of The School of Social and Community Services
- Co-ordinator of Advance Justice Studies Post Graduate Certificate Program
- Chair of Board of Directors: The Gatehouse
- Chair of Board of Directors: Communities Advancing Valued Environments
- Senior Development Manager for Ministry of Correctional Services of Ontario
- Chair of Advisory Committee on Post Diploma Program: Transformative Community Justice

He is the founder of 2 registered charitable organizations, The Gatehouse (www.thegatehouse.org): a community based home assisting people victimized by child sexual abuse; Communities Advancing Valued Environments (www.communitycave.com) Arthur also founded The Canadian Student Institute for Building Community (www.csicommunity.com). Arthur Lockhart co-found Laser Eagles Art Guild.

Arthur introduced the first training of restorative justice to the members of Toronto school systems, police, and community agencies.

Arthur provides training and organizational transformation consultation on the local, national and international levels to, educational organizations, correctional services, police services, community agencies, on matters of restorative and transformative justice, individual and organizational transformation and community capacity building processes.

At the core of his workshops are humour and the human spirit.

PUBLISHED WORKS

2007 Restorative Justice: Provincial School Resource Officer Training Manual. Ministry of Community Safety and Correctional Services

2007 The Human Touch: The Heartbeat of Extraordinary Education. Transformative Publishing

2005 Restorative Justice --Transforming Society. Inclusion Press

2004 Community Lost and Found: A conversation between two dreamers. Inclusion Press

2001 Restorative Justice. National Crime Prevention Centre of Canada.

FILM PRODUCTION

2013 Illuminating Silence

2007 Into The Light: Documentary -Male Survivors of Child Sexual Abuse

2005 Laser Eagles: Film outlining capacities of people labeled disabled

FORTHCOMING BOOKS

Lost in Plain Sight: Youth, Justice, Systems

Creating Your Sacred Path,

Social Alchemy: A Community Builders Guidebook

EDUCATIONAL BACKGROUND

Masters Degree in Adult Education.....University of Toronto

Honours Degree in SociologyYork University

Honours Diploma in Community StudiesHumber College

AWARDS IN FIELD OF EDUCATION AND SOCIAL JUSTICE

2010 Canada's Top 50 Champions of Change

2009 Student Teacher Appreciation Award Nomination

2008 Order of Canada Nomination

2007 Community Builder's Lifetime Achievement Award

2006 City of Toronto Mayor's Community Safety Award Nomination

2005 Lakeshore Community Building Award of Merit

2005 Inaugural Purple Door Award

2000 Youth Impact Award

1999 Paul Harris Fellow

1998 Inaugural Distinguished Community Service Award

1993 Innovator of the Year Award

1991 Student Teacher Appreciation Award

1984 Probation and Parole Association Award

Barbara MacGibbon

"a wonderful professor" "goes the extra mile to help students succeed" "engaged" "cares"

Teaching Experience

Instructor, Humber College

- Part-time instructor for First Nations People and the Criminal Justice System, Bachelor of Applied Arts in Criminal Justice

Trainer, Hostel Training Centre, Public Service Learning Centre

- Developed Standards of Service curriculum reflecting a strong customer service orientation. Taught this course to several hundred front line social-service workers.

Instructor/Counsellor, George Brown College

- Developed a work-study program to transition students to employment. Once developed, taught Communications and supported students in their work placements.

Program Coordinator, Issues in Family Violence Program, University of New Brunswick

- Supported students, facilitated orientation workshops and community information sessions.

Industry Experience

Grants Officer, Homelessness Partnership Initiative, City of Toronto, 2000-present. Develop, monitor, and, evaluate community-based projects which serve the Homeless and Marginalized

Program Officer, Victim Services, Ministry of the Solicitor General, 1998-1999. Funder for Sexual Assault Centres and Victims Assistance Programs in Toronto/Southern Ontario

Project Officer, Human Resource Development Canada, 1980-1987. developed/monitored/ evaluated community-based projects to address Employment and Training needs of area residents

Native Canadian Centre, Drop-in Staff

Hassle Free Clinic, Intake Worker

Toronto East General Hospital, Crisis Worker, Emergency Department

Distress Centre, Crisis Worker

Huron Street Public School, Kindergarten Assistant

Parkdale Public School, Senior Behavioural Assistant



Habitat for Humanity, Carter Work Project, Haiti

Habitat for Humanity, Global Village – Champagne and Aishihik First Nation, Yukon Territory

Daily Bread Food Bank, fundraiser

Run for the Cure, volunteer organization, donations management

Scadding Court Community Centre/University Settlement Recreation Centre, Youth Employment Manager, Program Developer

Parkdale-High Park Employment Centre, Supervisor, Counsellor

Learning Centre Daycare, Advisory Board Member

Education and Training

M.Ed. (Adult Education), University of New Brunswick

B.A., Indigenous Studies/Social Services, Trent University, Peterborough

Other Courses: Crisis Intervention, Counselling, Parenting, Elder Abuse, Anti-Oppression, Working with Aboriginal Communities, Conflict Resolution, Employment Counselling, Fetal Alcohol Syndrome, Transgender Issues, Human Rights, Employment Standards, Group Process, Program Standards, Harm Reduction, Financial Literacy, Project Management, Mental Health

JOSEPHINE MAZZUCA

Degrees

Ph.D. 2000

Masters of Arts – 1994
Ontario Institute for Studies in Education, University of Toronto
Department of Sociology and Equity Studies in Education

Bachelor of Arts – 1992
Faculty of Arts and Sciences, University of Toronto
Majors: Sociology and Psychology – Minor: French

Teaching in Higher Education Course – 1996
Woodsworth College, University of Toronto

Employment History

- 2009 – Present** *Part-time Professor*, Humber Institute of Technology & Advanced Learning – September 2009-Present
- 2007 – 2008** *Research Project Coordinator*, University of Toronto, Faculty of Social Work – August 2007-December 2008
- 2006 – 2007** *Research Consultant*, Child Development Institute, Toronto, Ontario – September 2006-July 2007
- 2006** *Research Associate*, Centre for Research in Women’s Health, Women’s College Hospital/University of Toronto
January 2006-August 2006
- 2006** *Research Coordinator*, Child Development Institute, Toronto, Ontario – February 2005-January 2006
- 2005** *Researcher/Consultant*, The Gallup Organization, Toronto, Ontario – June 1998-January 2005
- 1996 – 1998** *Senior Researcher*, EarlsCourt Child and Family Centre, Toronto, Ontario – June 1996-May 1998

Scholarly and Professional Activities

- 2008** “Mothers in Mind: *Issues and Intervention for Abused Women and their Young Children*”, The Association for Research on Mothering's Mothering, Violence, Militarism, War and Social Justice conference – York University, October 23-26, 2008
- 2006** “The Challenges and Opportunities of Conducting Participatory Action Research in Community-Academic Partnerships”, Transcending Boundaries and Forging Alliances – Canadian Association of Schools of Social Work, York University, Ontario, June 2006
- 2005** “In Whose Best Interest? Child Welfare Policy Impacts on Women and Children in Cases of Domestic Violence”, Symposium, Toronto, Ontario, November 2005
- 2003** Panelist, “Beyond the Academy: Career Choices” – University of Toronto Career Centre, Toronto, Ontario, March 2003
- 2002** “Italian Canadian Female Graduate Students' Experiences of Crossing the Border”, Congress of Social Sciences and Humanities – OISE/UT, Toronto, Ontario, May 2002
- 2000** “Roles and Strategies: Italian Canadian Women Graduate Students”, Race and Ethnocultural Equity Conference, – University of Toronto, Toronto, Ontario, March 2000
- 2000** Panelist, “Beyond the Academy: Career Choices” – University of Toronto Career Centre, Toronto, Ontario, March 2000
- 1998** “The Earls court Girls' Connection”. Poster presentation, Child Psychiatry Day – The Hospital for Sick Children, Toronto, Ontario, February 1998
- 1998** “Girls and Conduct Disorders”. Guest Lecturer, Childhood Psychopathology Course – George Brown College, Toronto, Ontario, January 1998
- 1998** “The Earls court Girls' Connection”. Poster presentation, – Women's Health Forum, Women's College Hospital, Toronto, Ontario, January 1998
- 1997** “The Earls court Girls' Connection: A Multifaceted Programme for Behaviour Disordered Young Girls”. Meeting the Challenge of the 21st Century: Expanding Horizons of Service – Parsons Fall Institute, Albany, New York, September 1997

- 1997** “Girls Growing Up Angry”. Interdisciplinary Perspectives: Using Qualitative Methods to Study Social Life – OISE/UT, Toronto, Ontario, August 1997
- 1997** “The Girls’ Connection: Meeting the Needs of Girls with Behaviour Problems”. Innovative Solutions: Meeting the Needs of Children and Their Families – Notre Dame Child and Family Institute, Waterloo, Ontario, June 1997
- 1997** “Italian Canadian Women in Graduate Education” – Learned Societies Congress, Memorial University, St. John’s, Newfoundland, June 1997
- 1997** “Questions of Identity and the Curriculum for African Canadian Students in Ontario Schools: An Anti-Racism Perspective” – Learned Societies Congress, Memorial University, St. John’s, Newfoundland, June 1997
- 1996** Panelist, Forum on the Experiences of Italian Canadian Professionals, York University, North York, Ontario, March 1997. “Seeing Black and White through Rose-coloured Glasses: White Students’ Narratives on Race and Racism” – Learned Societies Congress, Brock University, St. Catherine’s, Ontario, May 1996
- 1996** “Beginning with My Own Story: A Reflection on the Research Process”. Qualitative Research Conference, McMaster University, Hamilton, Ontario, May 1996.

Research Funding

Publications

Alaggia, R., Jenney, A., Mazzuca J. & Redmond, M. (2007) In Whose Best Interest? – A Canadian Case Study of the Impact of Child Welfare Policies in Cases of Woman Abuse. Journal of Crisis Intervention and Brief Therapy – Special Issue [Domestic Violence], August

Jenney, A., Alaggia, R. and Mazzuca, J. 2005. “In Whose Best Interest? Child Welfare Policy Impacts on Women and Children in Cases of Domestic Violence”, report submitted to United Way of Greater Toronto

Reconstructing Dropout: A Critical Ethnography of Black Students’ Disengagement from School. 1997. George Dei, Josephine Mazzuca, Elizabeth Mclsaac and Jasmine Zine. Toronto – University of Toronto Press

“Dropout or Pushout? The Dynamics of Black Students’ Disengagement from School”. 1995.
George Dei with Leilani Holmes, Josephine Mazzuca, Elizabeth McIsaac and Rachel Campbell.
Ontario – Ministry of Education and Training

Courses Taught in Past Five Years

Humber College ITAL

- Social Research Methods (University Level, classroom based)
- Qualitative Research Methods (University Level, classroom based)
- Personality Psychology (University Level, classroom based)
- Introduction to Sociology (College Level, classroom based)
- Sociology of the Family (College Level, classroom based)
- Sociology of Consumption (College Level, classroom based)
- Humanities: An Introduction to Arts and Sciences (College Level, classroom based)

Greg McElligott

DEGREES

- PhD (York University, Political Science, Toronto, 1995)
- MA (Carleton University, Political Science, Ottawa, 1985)
- BA (HONS) (Carleton University, Political Science, Ottawa, 1983)

EMPLOYMENT HISTORY (ACADEMIC)

- Professor
HUMBER ITAL, COMMUNITY AND JUSTICE SERVICES PROGRAM (2008-PRESENT)
- Assistant Professor
MCMASTER UNIVERSITY, DEPARTMENT OF POLITICAL SCIENCE AND LABOUR STUDIES PROGRAM (2002– 2008)
- Assistant Professor
MCMASTER UNIVERSITY, LABOUR STUDIES PROGRAM (2001-2002)
- Lecturer
RYERSON POLYTECHNIC UNIVERSITY, DEPARTMENT OF POLITICS AND SCHOOL OF PUBLIC ADMINISTRATION (2000-2001)
- Lecturer
MCMASTER UNIVERSITY, LABOUR STUDIES PROGRAM (2000–2001)
- Assistant Professor
YORK UNIVERSITY, DIVISION OF SOCIAL SCIENCE (LABOUR STUDIES PROGRAM) (1997–2000)
- LECTURER
Ryerson Polytechnic University, Department of Politics and School of Public Administration (1994–1997)
- COURSE DIRECTOR
York University, Department of Political Science (1996)
- SESSIONAL LECTURER
University of Alberta, Department of Political Science (1991-1993)
- TEACHING ASSISTANT
York University and Glendon College, Department of Political Science (1985-1991)

HONOURS

NOMINATED for the PRESIDENT'S AWARD FOR EXCELLENCE IN INSTRUCTION (McMaster University), 2004

NOMINATED for the DEAN'S AWARD FOR OUTSTANDING TEACHING (Faculty of Arts, York University), 2000

ONTARIO GRADUATE SCHOLARSHIP (York University), 1989-1990

SSHRC DOCTORAL FELLOWSHIP (York University), 1986-1989

YORK FELLOWSHIP (York University), 1985-1986

SCHOLARLY & PROFESSIONAL ACTIVITIES (RECENT)

i. *Grant and Personnel Committees:*

ADJUDICATION COMMITTEE MEMBER
SIRF Grants, Humber ITAL (2010)

ADJUDICATION COMMITTEE MEMBER
SSHRC Master's Fellowships, McMaster University (2004)

ADJUDICATION COMMITTEE MEMBER
SSHRC Doctoral Fellowships, McMaster University (2003)

ii. *Journal Referee:*

ARTICLE REVIEWER
for *Canadian Public Administration* (2005)

ARTICLE REVIEWER
for *Canadian Review of Social Policy* (2005)

iii. *External Grant Reviews:*

ASSESSOR
SSHRC Standard Research Grant Application (2007)

iv. *Other:*

CREATOR:

Images of Incarceration Archive, 2010

PARTICIPANT:

Society for Teaching and Learning in Higher Education Annual Conference, Toronto, 2010.

DISCUSSANT:

Debates in Canadian Political Economy: Evolution of Business and Labour in The Context of Global Capitalism Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, Concordia University, Montreal, 2010.

DISCUSSANT:

Political Economy and Issues in Public Policy, Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, York University, Toronto, 2006.

TEXTBOOK REVIEWER:

for Thomson-Nelson Publications, 2004.

TEXTBOOK REVIEWER:

for PEARSON Education Canada, 2004.

DISCUSSANT:

Public Sector Reform, Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, University of Toronto and Ryerson University, Toronto, 2002.

SESSION ORGANIZER:

Good Work in the New Millennium, Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, University of Toronto and Ryerson University, Toronto, 2002.

PARTICIPANT & CONTRIBUTOR:

Toronto Labour Studies Group 1997-2005

C O U R S E S T A U G H T (PAST 5 YEARS, ALL ARE LECTURES AND/OR SEMINARS)

i. *Degree Courses at Humber (2009-on)*

BAA in Criminal Justice:

CRIM 101 *The Canadian Criminal Justice System*

HIST 102 *The History of the Canadian Correctional Institution*

CRIM 353 *Comparative Corrections*

CRIM 453 *Social Policy Issues and the Criminal Justice System*

+ Field Placement Supervision

ii. *Diploma Courses at Humber (2008-on)*

Diploma in Community and Justice Services:

CJS 101 *The Canadian Criminal Justice System*

CJS 102 *Ethical Issues*

CJS 203 *Institutional Correctional Practices*

CJS 205 *Criminology*

CJS 405 *Seminar in Special Topics*

Diploma in Police Foundations:

PFP 106 *Principles of Ethical Reasoning*

iii. *Undergraduate Courses at McMaster (2001-2008)*

Political Science:

1G06 *Politics and Government (50%)*

2C03 *Force and Fear*

3UU3 *Reading Course*

4Z06 *Honours Essay*

Labour Studies:

1Z03 *Work, Workers & Union in a Global Economy*

2D03 *Different Labours, Different Voices*

3F03 *Selected Topics: "Solidarity and the State"*

3F03 *Selected Topics "The Frontline Worker"*

3F03 *Selected Topics "Public Sector Restructuring"*

3H03 *Field Placement Methods*

4A06 *Research and Field Experience (50%)*

ii. *Graduate Courses at McMaster (2007-2008)*

Political Science:

791 *Punishment and Social Order*

Work & Society:

740 *Selected Topics in Work & Society: "Work, Utopia and the State"*

XXX *Introduction to Methods (16.7%)*

SUPERVISORSHIPS

i. *Masters in Work and Society, McMaster: 8 Completed*

2008: Christopher Redmond (MRP, partial supervision)

"Bush League: An Exploration of the Economic and Social Experience of Today's Average Professional Baseball Player"

2007: Bryan Cook (MRP)

"In Defence of Anarchy: Is Anarchism Still Relevant?"

- 2007: Wade Poziomka (MRP)
 "Academic Freedom in Jeopardy: A Study of McMaster University and Beyond"
- 2006: Laura McCready (MRP)
 "Integrative Unionism: The Effect of the Utilization of Social Movements, Unions and the State on White-Collar Workers in the Private Sector"
- 2005: John Kotsakis (MRP)
 "Perception is Everything: The Market Simulcra and the Development of a 'Common Sense' Understanding of Economic Markets"
- 2005: Daniel Ross (MRP)
 "The Prospect for Establishing a Cooperative Labour Process Among Hi-Tech Creative Workers: A Critical Evaluation of Squirrel Herding Techniques"
- 2005: Andrij Kowalski (MRP)
 "Organizing Wal-Mart Workers Around Injustice"
- 2003: Anthony Sciacca (MRP)
 "Technology, Gender and Worker Control: An Examination of Canadian Nurses' Encounters With Health Care Technologies"

ii. *Supervisory Committees:*

Ph. D: 1 In Progress

2008-on: Andrij Kowalsky, Osgoode Hall Law School, York U.

Ph.D (External Examiner): 1 Completed

2005: Todd Gordon, York University Political Science

Masters in Work and Society, McMaster: 6 Completed

2006: Sean Kelly

2005: Christie Harper, Brett Schoenfeldt

2003: Jason Foster

2002: Simon Enoch, Cindy Gangaram

iii. *Others*

RAs:

5 Graduates and 2 Undergraduates since 2003.

TAs:

66 GRADUATE POSITIONS IN 6 DIFFERENT COURSES 2001-2008.

RESEARCH FUNDING (RELATIVELY RECENT)

INCENTIVE AWARD, \$10,000

Arts Research Board, McMaster University and Social Sciences and Humanities Research Council, "Showcase or Spectacle? The Mass-Production Prison in Ontario," 2008.

STANDARD RESEARCH GRANT, \$63,163

Social Sciences and Humanities Research Council, "More Control, Less Security? Restructuring and Resistance Among Police and Prison Guards," 2003-2006.

NEW FACULTY INCENTIVE AWARD, \$10,000

Arts Research Board, McMaster University and Social Sciences and Humanities Research Council, "More Control, Less Security? Policing the New Economy," 2002.

RESEARCH GRANT, \$4888

Arts Research Board, McMaster University, "More Control, Less Security? Policing the New Economy," 2002.

PUBLICATION GRANT, \$7000

Social Sciences and Humanities Research Council, Aid to Scholarly Publications Programme, 2001. (For *Beyond Service*)

PUBLICATIONS

i. Peer Reviewed

a) Books

McElligott, Greg

Beyond Service: State Workers, Public Policy and the Prospects for Democratic Administration (Toronto: University of Toronto Press, 2001).

b) Journal Articles

McElligott, Greg

"Bearing the Neoconservative Burden? Frontline Work in Prisons," *Social Justice: A Journal of Crime, Conflict and World Order* 34 (2-3) (2008), pp.78-97.

McElligott, Greg

"A Tory High Modernism? Grand Plans and Visions of Order in Neoconservative Ontario," *Critical Criminology* 16 (2) (2008), pp. 123-44.

McElligott, Greg

"Negotiating a Coercive Turn: Work Discipline and Prison Reform in Ontario," *Capital and Class* 91 (2007, UK), pp. 31-53.

McElligott, Greg

"Can State Work Still be Good Work?" *Canadian Review of Social Policy* 55 (2005), pp. 22-38.

McElligott, Greg

"Clients and Consciousness: Drawing Militancy from Confusion on the Front Lines of the State," *Labour/Le Travail* 40 (Fall 1997), pp. 171-198.

d) Book Chapters

McElligott, Greg

"From Caring to Uncaring? Coercive Tendencies in State Service Work," pp. 162-94 in Sandra Rollings-Magnusson (ed.) *Anti-Terrorism: Security and Insecurity after 9/11* (Halifax: Fernwood, 2009)

c) Proceedings of Meetings

McElligott, Greg

"The Shifting Boundaries of Industrial Citizenship," *Socialist Studies Bulletin* 57-58 (July-December, 1999), pp. 5-24.

McElligott, Greg

"An Immodest Proposal, Or Democracy Beyond the Capitalist Welfare State" *Socialist Studies Bulletin* 52 (April-May-June 1998), pp. 24-48.

ii. Not Peer Reviewed

a) Journal Articles

McElligott, Greg

"Police and Politics: Lessons from 'True Blue,'" *Canadian Dimension* 34, 4 (July-August 2000), pp. 25-28.

b) Book Reviews

McElligott, Greg

review of Stefano Harney *State Work: Public Administration and Mass Intellectuality* in *Labour/Le Travail*, 54 (Fall 2004), pp. 260-263.

McElligott, Greg

review of Maeve Quaid *Workfare: Why Good Social Policy Ideas Go Bad* in *Canadian Public Administration* 46, 2 (2003), pp. 269-271.

McElligott, Greg

review of Ray Hudson *Producing Places* in *Left History* 9, 1 (Fall/Winter, 2003), pp. 148-150.

McElligott, Greg

review of Lowell Turner, Henry C. Katz and Richard W. Hurd (eds), *Rekindling the Movement: Labour's Quest for Relevance in the 21st Century* in *Labour/ Le Travail* 50 (2002), pp. 343-346.

McElligott, Greg

review of Peter Warrian, *Hard Bargain: Transforming Public Sector Labour-Management Relations* in *Canadian Public Policy* XXIII, 4 (1997), pp. 471-472.

c) *Published Reviews of My Work*

Reviews of *Beyond Service*:

Molloy, Andrew

Canadian Public Administration 47, 4 (2004), pp. 570-573.

Molloy, Andrew

Labour/Le Travail 52 (2003), pp. 257-259.

Mirchandani, Kiran

Canadian Review of Social Policy, 51 (2003), pp. 153-155.

d) *Published Interviews*

Dutil, Patrice

"Beyond Service: State Workers, Public Policy and the Prospects for Democratic Administration – An Interview with Greg McElligott." *UNPAN – The United Nations Online Network in Public Administration and Finance* (2004). Available at:

<http://unpan1.un.org/intradoc/groups/public/documents/ipac/unpan012542.pdf>

Dutil, Patrice

"The Prospects for Democratic Administration, an Interview with Dr. Greg McElligott," *Public Sector Management* 13, 2 (2002), 20-24.

PRESENTATIONS AT MEETINGS

a) *Peer Reviewed*

McElligott, Greg and Piché, Justin

"Canada's Prison Construction Profiteers" *Canadian Congress on Criminal Justice*, Vancouver, October 2013

McElligott, Greg and Piché, Justin

“Grand Visions Interrupted? Debating the Future of Federal Prisons in Canada” Canadian Law and Society Association, *Congress of the Social Sciences and Humanities*, May 2012

McElligott, Greg

"The Political Economy of Corrections: Is Canada Ready for Penal Mass Production?" Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, Ottawa, June 2009.

McElligott, Greg

"Authority and its Enemies: Negotiating Order in Canada's First Private Prison" Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, Vancouver, June 2008.

McElligott, Greg

"A Public Administration for Anarchists? Frontline Work and the Coercive State" (Panel Presentation), Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, Toronto, June 2006.

McElligott, Greg

"Understanding Enforcers: Prison Work in the Neoconservative Security State," Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, London, June 2005.

McElligott, Greg

"Regarding the Guardians: Corrections Officers and the Common Sense Revolution" Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, Winnipeg, June 2004.

McElligott, Greg

"Can State Work Still be Good Work?" *Institute of Public Administration of Canada (IPAC)* – National Conference, Toronto, August, 2003.

McElligott, Greg

"Prospects for Good Work in the 21st Century," Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, Toronto, June 2002.

McElligott, Greg

"Coercive Power and the Limits of Workplace Democracy," Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, Edmonton, June 2000.

McElligott, Greg

"The Shifting Boundaries of Industrial Citizenship," Society for Socialist Studies/ Canadian Political Science Association, *Congress of the Social Sciences and Humanities*, Sherbrooke, June 1999.

McElligott, Greg

"An Immodest Proposal, Or Democracy Beyond the Capitalist Welfare State," Society for Socialist Studies, *Congress of the Social Sciences and Humanities*, Ottawa, June 1998.

McElligott, Greg
"Resisting to Serve? Discretionary Power and Public Service," Society for Socialist Studies, *Learned Societies Conference*, St. John's, June 1997.

McElligott, Greg
"Management, Restructuring and Resistance: The Politics of Frontline Work in a Degenerate Democratic State," Canadian Political Science Association, *Learned Societies Conference*, St. Catharines, June 1996.

b) Not Peer Reviewed

McElligott, Greg
"Beyond Service" *Institute of Public Administration of Canada* – Toronto Group Seminar, Ryerson University, Toronto, January, 2003.

McElligott, Greg
"Security is a Workplace Issue: Frontline Politics and the Fight Against "Terrorism,"" Toronto Labour Studies Group, Toronto, 2002.

McElligott, Greg
"Solidarity or Security? Good Work, Citizenship and the Decline of Liberal Democracy," (job talk) Department of Political Science and Labour Studies Program, McMaster University, Hamilton, February, 2002.

McElligott, Greg
"Inverting the Pyramid: Three Ways State Workers Make Policy," (job talk) Department of Political Science, University of Alberta, Edmonton, March 1992.

ADMINISTRATIVE RESPONSIBILITIES

At Humber:

Humber Research Ethics Board

(Member, 2011-on)

Humber Research Council

(Member, 2010-on)

At McMaster:

i. Department

Labour Studies Student Research Ethics Committee
(Member, 2002-2006, Chair 2006-2007)

Labour Studies Undergraduate Awards and Scholarships Committee (Member, 2002-2004)

Labour Studies Undergraduate Counsellor
(2006-08)

Political Science Undergraduate Advisor
(2003-08)

Political Science Undergraduate Curriculum Committee
(Member, 2002-08)

Work and Society MA Admissions Committee
(2007)

ii. Faculty

Social Sciences Faculty Council
(Labour Studies Representative, 2004-2007)

Recruitment, Retention and Alumni Relations Committee
(2002-2005)

Social Science Awards Committee
(2002-2004)

iii. University

Arts Library Users Committee
(Member, 2002-2004, 2006-2007)

Arts Quad Joint Health and Safety Committee
(Member, 2002-2006)

Christine McKenzie

Education

Doctor of Philosophy, Adult Education and Community Development

April 2011

Ontario Institute for Studies in Education, University of Toronto

Courses include: Global Perspectives of Community Organizing, Race and Knowledge Production

Thesis Entitled: Exploring Intersectionality, Unravelling Interlocking Oppression: Feminist Non-credit Learning Practices (<http://hdl.handle.net/1807/29943>)

Areas of Research: Integrative Anti-Racist/Anti-Oppressive Feminism, Feminist Standpoint Theory, Intersectional/ Interlocking Identities, Consciousness-Raising, Popular Education and Adult Education, Qualitative Research Methods

Masters of Environmental Studies

Sept. 2002

York University, Faculty of Environmental Studies

Thesis Entitled: Popular Communications: Collectivizing Movement for Change

Areas of Research: Approaches to Community Organizing for Environmental Resource Management, Feminist Participatory Action Research, Popular Education and Communication and Social Movement Learning

Visiting Student, Department of Counselling Psychology

1998

University of British Columbia

Courses include: Basic Interviewing Skills - Introduction to Counselling Skills and Career Planning and Decision-Making Counselling

Bachelor of Arts

April 1993

Department of Sociology, University of Western Ontario

Courses include: Criminology, Sociology, Psychology and Social Psychology

University and College Teaching Experience

Professor, Bachelor of Applied Arts - Criminal Justice

Aug 2012 – present

Humber Institute of Technology and Advanced Learning, School of Social and Community Services, Toronto, ON

- Participated in Teaching Excellence Program through the Centre for Teaching and Learning
- Designed course syllabus, assignments and assessments for Human Rights and Diversity, Interpersonal and Groups Skills and Counselling: Theory and Practice courses
- Facilitated lectures and labs, and graded assignments for 180 students

Course Director, Research Design and Qualitative Methods

May – July 2011

Ryerson University, G. Raymond Chang School of Continuing Education, Toronto, ON

- Designed course syllabus and assignments, which included: conducting a practice observation and data analysis on a subject which students selected
- Lectured and marked assignments for 40 students

Course Director, Qualitative Methods in Environmental Studies

January – May 2007 & 2008

York University, Faculty of Environmental Studies, Toronto, ON

- Designed course syllabus and assignments, which included:
 - Writing a group research proposal on a subject which students selected
 - Conducting a practice interview
 - Analyzing published research to detect any biases that were present
- Lectured and shared in marking assignments for 120 students
- Oversaw the work of three Teaching Assistants

Co-Course Director, Popular Education for Social Change

January – April 2003

Faculty of Environmental Studies York University, Toronto, ON

- Designed syllabus, assignments and learning activities
- Graded assignments

Tutorial Leader, Taking Action: Qualitative Action Research

Jan – April 2002

Faculty of Environmental Studies York University, Toronto, ON

- Facilitated action research learning process on topics of environmental racism and legislation and participatory budget (Porto Alegre and Toronto)
- Engaged tutorial group in analyzing course readings
- Graded tutorial assignments

Advanced University Teaching Preparation Certificate

October 2008

Teaching Assistant Training Program

- Highly ranked for two required teaching practicum's
- Participation in 10 workshops, such as How to Prepare a Lesson Plan, Time Management in the Classroom, Teaching to Different Learning Styles, Grading Workshop, Effective Use of Presentation Software

Related Community Practice: Community Services Teaching Experience

Leadership and Community Development Trainer

September 2009 – present

United Way of Greater Toronto, Action for Neighbourhood Change, Toronto, ON

Designed and facilitated 40 hour Facilitation and Leadership Train-the-Trainer Program for 20 community leaders from Action for Neighbourhood Change priority neighbourhoods (course ran twice)

- Topics included: conflict resolution, consensus decision making, anti-oppression in group dynamics and inclusion in community organizing

- Provided ongoing coaching to participants in designing and facilitating workshops and trainings in their communities

Strategic Planning Facilitator

May 2011

Catherine Donnelly Foundation, Toronto, ON

- Designed and facilitated a day and a half planning process to set priorities and develop action plans for coalition of organization working on youth homelessness

Education for Community Change Facilitation Trainer

June 2007 – June 2010

Transformative Learning Centre/Ontario Institute for Studies in Education

- Designed and facilitated 20 hour popular education train-the trainer session for 20 participants

Leadership and Community Development Trainer

April 2007 – October 2010

Girls Action Foundation, Montreal, QC

- Designed and co-facilitated five day training on empowerment and gender for women who lead programs for girls (train-the-trainer delivered four times)
- Conducted research with network facilitators to determine 'best practices' girls empowerment programming
- Wrote and compiled educational resource manual for facilitators starting and running girls' empowerment programs, including topics of sexuality, relationships, violence, media, empowerment and mental health Available at <http://www.girlsactionfoundation.ca/en/amplify-toolkit-1>

Newcomer Orientation Week Trainer

Aug. 2007, 2008 & 2010

Citizenship & Immigration Canada/Settlement Workers in Schools, Toronto, Ont.

- Facilitated pilot project to train youth Peer Leaders in eight high schools in the GTA to deliver an orientation program for recent immigrant youth
- Mentored Settlement Workers in co-facilitator role, to assist youth Peer Leaders

Community Services Teaching Experience (con't)

Community Based Research Trainer

January – April 2008

Daily Bread Food Bank/Community Action Network, Toronto, ON

- Designed and facilitated community based research training for 20 participants, specializing in topics of engaging community conduct interview & facilitating focus groups

Research and Community Engagement Trainer

September 2008

Office of the Provincial Advocate for Children and Youth

- Assisted staff in designing and carrying out a youth led approach to implementing the finding of a national inquiry (Falconer Report)

Community Based Research Trainer

February 2007

Family Service Association of Toronto, Toronto, ON

- Designed and co-facilitated session on 'How to Design and Facilitate a Focus Group'

Evaluation and Strategic Planning Facilitator

January – May 2006

Ontario Literacy Secretariat, Toronto, ON

- Conducted participatory research to evaluate staff needs
- Co- designed and facilitated two half day workshops on access and equity strategic planning for the Board of Directors (with Nancy Slamet)

Leadership and Community Development Trainer

September 2003 – September 2005

St. Joseph Immigrant Women's Centre, Hamilton, ON

- Co- designed and facilitated eight session Immigrant Women’s Facilitator Training program in Popular and Adult Education theory and practice (program delivered twice)

Popular Education Instructor

September 2002 – September 2005

Catalyst Centre (worker co-op), Toronto, ON

- Co-designed and facilitated 8-session “Popular Education and Activism” theory and practice course (ran twice)
- Co-designed and facilitated “Arts and Popular Education” workshop
- Research and oversaw development of curriculum for National Democracy School

Strategic Equity Planning Facilitator

August 2004

Elementary Teachers Federation of Ontario, Toronto, ON

- Designed and facilitated a half day workshop creating plan to address access and equity within union

Community Services Teaching Experience (con’t)

Leadership Co-Trainer

January – May 2004

Parkdale Area Recreation Centre (PARC), Toronto, ON

- Designed and facilitated eight session training on equitable meeting facilitation and decision making processes for members on the new Program Advisory Committee

Human Rights Education Trainer

June 2003, 2004 & 2005

International Human Rights Education Training Program

Equitas – International Centre for Human Rights Education, Montreal, QC

- Facilitated three week training for Human Rights workers from 60 countries modeling popular education activities to promote human rights
- Mentored participants in developing local educational programs for implementation

Popular Education Facilitator & Project Coordinator

June 2001 – June 2002

Coastal Area Monitoring Project, Nicaragua

- Facilitated on-going popular education process with representatives from 10 communities
- Assisted investigation into strategies for natural resource preservation and management

Program Officer

July 1999 – August 2000

Canada World Youth, Vancouver, BC

- Supported training and logistics for group leaders and youth participants in international exchange programs

Youth at Risk Coordinator/ Volunteer Coordinator

November 1997 – July 1999

YWCA Career Connection for Youth, Coquitlam, BC

- Designed and continually updated curriculum and facilitated workshops
- Mentored volunteers

Awards

- | | |
|--|------------------------|
| • Scholarship Recognition Award (Tuition Plus \$2000) | Sept. 2009 |
| • Doctoral Thesis Completion Grant (\$3424) | Sept. 2009 |
| • Social Science and Humanities Research Council
Doctoral Fellowship (\$20,000) | Sept. 2007- Sept. 2009 |
| • Ontario Graduate Scholarship (\$15,000) | Sept. 2006 |
| • Academic Excellent Award, OISE/UT (\$2,000) | Sept. 2006 |
| • Ontario Graduate Scholarship (\$15,000) | Sept. 2005 |
| • Academic Excellent Award, OISE/UT (\$2,000) | Sept. 2005 |

- International Development Research Centre Fellowship (\$3,000)

Jan. 2001

Peer Reviewed Publications

McKenzie, C. (2010). "Applying analysis: Towards addressing violence in non-credit feminist learning contexts with differently located women" in *Atlantis* Vol. 34, No.2 Spring 2010.

McKenzie, C. (2008). "Radio in/for research: Possibilities for creating knowledge waves." in Knowles, G and Cole, A (eds.), *The Sage Handbook of the Arts in Qualitative Social Science Research*. California: Sage Publishing Inc.

Publications

McKenzie, C. (2011). "Telling our stories: Training artists to engage with communities." in Deborah Barndt (ed.), *VIVA!: Art, Education and Politics in the Americas*

McKenzie, C. (2011). "Good Evening Radio Listeners: Empowering Community through Popular Communications in the Pearl Lagoon Basin" in Hostetler, M. (ed.) *AWAKE: Reflections on collaborative possibilities in development practices from the Pearl Lagoon Basin in Nicaragua*. Managua: CIDCA

McKenzie, C. (2011). "Promoting Holistic Community Organizing: FoodShare Food Activist Workshop Series" *COMM-ORG: The Online Conference on Community Organizing*. 2010. vol. 16

McKenzie, C. (Aug. 2010). "Reflections on APCOL FoodShare Food Activist project" in *Learning Changes: Newsletter of the Anti-Poverty Community Organizing and Learning Project*. vol. 2 no. 1

McKenzie, C. (2007). *Amplify: Designing spaces and programs for girls. A Tool Kit*. Montreal: Power Camp National

McKenzie, C. (May 2006). "Casting into a kettle of fish: Popular communications in the context of globalization." in Clover, D and Stalker, J (eds.), *Convergence*. (Special Issue on the role of the arts/crafts in adult learning and the creation of social justice/change) Pp. 9-26

D. Barndt & McKenzie, C. (May 2006) "Whose Nicaragua: Popular communication across eras, regions and generations." in Deborah Barndt (ed.), *Wild Fire: Art as Activism*. Toronto: Sumach Press. pp. 46-57

McKenzie, C. (2005) "I'm not just here to *take a walk* you know..!" in Catherine Bancroft and Lynn Cecil (eds.), *Mosaic Voices: An Anthology of Women's Travel Stories*. Toronto: Second Story Press. Pp. 163-170

McKenzie, C. (2003). "Participation in Development: Building skills and community through communications in the Pearl Lagoon Basin." in *WANI*, No 34. 2003. Managua: CIDCA. Pp 41-52

Research Projects

Graduate Assistant, SSHRC CURA Grant Sept 2009-

OISE/ University of Toronto May 2010

Project Entitled: Anti-Poverty Community Organizing Learning

- FoodShare Food Security Case Study

Community Research Collaborator, SSHRC Standard Grant Sept. 2004-Sept. 2007

York University, Faculty of Environmental Studies, Toronto, ON

Project Entitled "Creative tensions of Community Arts in Popular Education:

A transnational study of the Americas"

Special Lectures and Presentations

Women's Worlds Conference July, 2011

Montreal QC

Presentation Entitled: Finding Points of Intersection: Learning through Feminist

Non-Credit Learning Processes

Student Lecture Series. March 2011

Adult Education and Community Development, OISE/UT, Toronto, ON

Presentation Entitled: Exploring intersectionality, unraveling interlocking oppression: Feminist non-credit learning processes'

Popular Education: Comparative and International Perspectives Class Feb 2009

Adult Education and Community Development, OISE/UT, Toronto, ON

Guest Lecturer

Presentation entitled: Applying Feminist Popular Education & Anti-Oppression principles in practice

Canadian Association for the Study of Women and Education (CASWE) May 2009

Congress 2009

Carleton University, Ottawa, ON

Paper: Struggling Together: Towards an integrated pedagogy for women's

Non-formal learning and social action

Canadian Women Studies Association (CWSA) May 2009

Congress 2009 Carleton University, Ottawa, ON

Paper: Women against violence, struggle or solidarity?: Approaches to

Non-formal feminist learning

Learning Democracy by Doing: Alternative Practices in Citizenship Learning October 2008

and Participatory Democracy

OISE/UT, Toronto, ON

Paper: Feminism, participatory learning and Freire: Still making the road by walking
Sociology and Equity Studies in Education Department April 2008
Student Caucus Roundtable Series
OISE/UT, Toronto, ON
Roundtable Session: Negotiating activism and academia

Women and Gender Students University of Toronto Graduate Symposium March 2008
University of Toronto, Toronto, ON

Paper: Women against violence: Feminist learning approaches to struggle and solidarity

Remembering Freire, Reinventing Freire: A Conference and Dialogue on the May 2007
10th Anniversary of the Death of Paulo Freire
Ontario Region of the Canadian Association for the Studies of Adult Education, Toronto, ON

Paper: Revisiting Freire in Nicaragua: Globalization, diversity and the fight
for natural resources

McGill University Education Graduate Students Society Multidisciplinary March 2007
6th Annual Conference
McGill University, Montreal, QC

Paper: Who me? critical?: Learning through Feminist Popular Education training

Canadian Association for the Study of Adult Education (CASAE) May 2006
York University, Toronto, ON

Roundtable session: Popular Education and embodied learning: Intersections
for critical feminist praxis

6th Annual OISE/UT Dean's Student Research Conference April 2006

OISE/UT, Toronto, ON

Roundtable session: Exploring feminist approaches to popular/ adult education

Communities in Action: Politics and Practice of Everyday Struggle Feb. 2002

The Center for Popular Education and Participatory Research, UC Berkeley, CA

Presentation entitled: Mobilizing participation with diverse groups on

Nicaragua's Atlantic coast

Participatory Action Research Exchange April 2001

Michigan State University, East Lansing, MI

Presentation entitled: Theory, methodology and ethics of participatory action research

Teaching Service

Graduate Education Council Sept 2008-

Faculty of Graduate Studies, University of Toronto May 2010

Committee on Program Matters Sept 2008-

Faculty of Graduate Studies, University of Toronto May 2010

Graduate Education Council Sept 2008-

Ontario Institute for Studies in Education, University of Toronto May 2010



Student Representative, Faculty Departmental Council	Sept. 2005-
<i>Department of Adult Education and Community Development</i>	Sept. 2006
<i>Toronto: Ontario Institute for Studies in Education/ University of Toronto</i>	
Communications Officer, Graduate Environmental Studies Students Association	Nov. -
<i>Toronto: Ontario Institute for Studies in Education/ University of Toronto</i>	June 2001
Graduate Student Representative, Faculty Council	Nov. -
<i>Toronto: York University, Faculty of Environmental Studies</i>	June 2001

Leadership and Community Service

Board Member, Facilitating Inclusion Cooperative	Sept. 2010-
<i>St. Joseph's Immigrant Women's Centre, Hamilton, ON</i>	April 2011
Graduate Education Council	Sept 2008-
<i>Faculty of Graduate Studies, University of Toronto</i>	Sept 2010
Committee on Program Matters	Sept 2008-
<i>Faculty of Graduate Studies, University of Toronto</i>	Sept 2010
Graduate Education Council	Sept 2008-

<i>Ontario Institute for Studies in Education, University of Toronto</i>	Sept 2010
Advisory Board, Immigrant Women's 'Facilitating Inclusion' Program	Jan. 2004-
<i>St. Joseph's Immigrant Women's Centre, Hamilton, ON</i>	Jan. 2006
Student Representative, Faculty Departmental Council	Sept. 2005-
<i>Department of Adult Education and Community Development, OISE</i>	Sept. 2006
Steering Committee Member	Sept. 2002-
<i>Toronto Social Forum, Toronto, ON</i>	April 2003
Communications Officer, Graduate Environmental Studies Students Association	Nov. -
<i>York University, Faculty of Environmental Studies</i>	June 2001
Graduate Student Representative, Faculty Council	Nov. -
<i>York University, Faculty of Environmental Studies, Toronto, ON</i>	June 2001

JO ANN CATHERINE NUGENT

EDUCATION

- 2008** **Ed. D.**, University of Toronto
- 1988** **M.A. in Social Welfare Policy**, McMaster University, School of Social Work, Hamilton, ON
- 1975** **Social Service Worker's Diploma**, Centennial College, Scarborough, ON
- 1971** **Honours B.A. in Psychology**, York University, Downsview, ON

Awards

- 2007 Humber College Distinguished Faculty Award
- 2001 The Mary Neville Award, Peel Children's Centre
- 2000 The AECO, Peel Region Branch, Annual Award of Distinction

WORK EXPERIENCE

1994-Present **CONSULTANT, NUGENT TRAINING & CONSULTING SERVICES**

- Provide consulting, and facilitation services to public sector agencies and private companies.
- Provide training related to programme evaluation, positive behavioural supports, dual diagnosis, legal & ethical issues in human services, effective work teams, interpersonal communication, and planning to human service agencies.
- Conduct evaluation of programmes in the human services sector.
- Publish marketing materials for human service organizations.

- Prepare funding proposals for public sector organizations.

2001-Present **COORDINATOR, DEVELOPMENTAL SERVICES WORKER PROGRAM and DSW APPRENTICESHIP PROGRAM, HUMBER COLLEGE, TORONTO**

- Administer the Programs.
- Ensure quality of curriculum.
- Provide support to students and instructors
- Initiate Post Diploma Certificate in Behaviour Technology
- Initiate DSW Apprenticeship and Pre Apprenticeship Programs

1996-Present **COORDINATOR and INSTRUCTOR, THE CENTRE FOR PROGRESSIVE SOCIAL WORK EDUCATION, HUMBER COLLEGE, TORONTO**

- Liaise with agencies regarding on site training
- Recruit, hire, support, and monitor instructors
- Market the Centre
- Develop and instruct courses in the post diploma programs in Client-Directed Case Management and Crisis Intervention
- Develop and instruct courses in the Certificate in Dual Diagnosis

1998-Present **CO-FOUNDER AND SENIOR EDITOR, NU-SPIN PUBLISHING**

- Establish this publishing company which produces and distributes monographs and articles for human services
- Market the company
- Manage the company

2002 **ACTING COORDINATOR, DAIMLER CHRYSLER PROJECT, HUMBER COLLEGE, TORONTO**

- Administer Degree Completion Program
- Market the Program
- Counsel and register students
- Liase within Humber and with staff from Daimler Chrysler and British Columbia Open University

1995-2001 **FIELD PLACEMENT COORDINATOR, HUMBER COLLEGE, TORONTO**

- Recruit placements for approximately 140 Social Service Worker students.
- Match students to placement opportunities.
- Conduct liaison activities with all placement agencies.
- Monitor and evaluate the placement programme.

1995-Present **INSTRUCTOR**, HUMBER COLLEGE, TORONTO

- Teach courses to students in the Child & Youth Worker, Developmental Services Worker, and Social Service Worker Programs.

1995-1997 **INSTRUCTOR**, CENTENNIAL COLLEGE, TORONTO

- Teach courses to students in the Developmental Services Worker Program.

1994-1998 **INSTRUCTOR**, SHERIDAN COMMUNITY COLLEGE, OAKVILLE

- Teach courses to students in the Developmental Disabilities Worker and Early Childhood Educator Programs.
- Develop new courses for the Developmental Disabilities Worker Program.

1994-Present **TRAINER/CONSULTANT (volunteer)**, TRAINING AND CONSULTING SERVICES, UNITED WAY OF PEEL REGION, MISSISSAUGA

- Develop training modules for boards of directors and committees in the human services sector.
- Facilitate training sessions for boards of directors and committees on a variety of topics such as consumer participation on boards, strategic planning, governance models, programme evaluation, managing change, etc.

1988-1993 **DIRECTOR**, SUPPORT SERVICES DEPARTMENT, COMMUNITY LIVING MISSISSAUGA

- Administer a Department of 45 staff who provided supports to 375 individuals with intellectual handicaps and their families. These supports included the areas of case management integrated preschool services, planning, network/circle facilitation, and individualized funding for respite, community employment, leisure, and Special Services at Home.
- Directly supervise 6 management staff.
- Conduct programme development, planning, and evaluation.
- Conduct public education
- Develop and conduct fund raising campaigns.
- Prepare budgets and monitor expenditures.
- Liaise with various levels of government

- 1985-1988 **FAMILY HOME PROGRAMME CO-ORDINATOR, COMMUNITY LIVING TORONTO**
- Initiate and administer the Family Home Programme, a residential programme for adults with intellectual handicaps.
 - Supervise 2 staff.
 - Provide case management for 10 adults.
 - Recruit, screen, and train host families
 - Administer the provision of accommodation to clients.
 - Conduct intake and placement.
- 1984-1985 **SOCIAL WORK INTERVIEWER, MINISTRY OF COMMUNITY & SOCIAL SERVICES, LONDON**
- Conduct interviews with 28 adults with intellectual handicaps who had been deinstitutionalized through the 5 Year Plan as part of a follow up
 - Conduct interviews with families of 5 of the above named 28 adults to determine parental satisfaction with the 5 Year Plan.
- 1983-1984 **CASE MANAGER, MINISTRY OF COMMUNITY & SOCIAL SERVICES, TORONTO**
- Facilitate the transfer of residents from the facility of Pine Ridge to community living as part of the 5 Year Plan for facility closures.
 - Launch and co-ordinate the Individualized Support Programme, a pilot project to provide short term "Special Needs Funding" for adults with developmental handicaps.
- 1981-1983 **MANAGER, SUPPORT SERVICES DEPARTMENT, YORK SOUTH ASSOCIATION FOR COMMUNITY LIVING, RICHMOND HILL**
- Administer 5 support programmes--Family Support Workers, Adult Protective Services, Job Stabilization, Parent Relief, and Recreation.
 - Develop new programmes.
 - Liase with other agencies.
 - Provide case management services for 15 families with very complex needs.
- 1979-1981 **FAMILY SUPPORT CO-ORDINATOR, YORK SOUTH ASSOCIATION FOR COMMUNITY LIVING, RICHMOND HILL**
- Initiate and administer Family Support Worker and parent relief programmes.
 - Provide Family Support Worker services for 65 families.

1975-1979 **FAMILY SUPPORT WORKER, YORK SOUTH ASSOCIATION FOR COMMUNITY LIVING, RICHMOND HILL**

- Provide Family Support Worker services for 100 families with children with intellectual handicaps from birth to 21 years of age.

Volunteer Experience

- Co-Chair, Peel Region Committee for Persons with a Dual Diagnosis, 1992 – present
- Trainer & Consultant, United Way of Peel Region, 1994 – 2006
- Secretary, NADD Ontario, 2006 - present
- Immediate Past President, NADD Ontario, 2003 – 2006
- President, NADD Ontario, 1996 – 2002
- Board Member, NADD, 2001 – 2003
- Board Member, OADD, 2004 –2010; 1996 – 2002
- Member, Central West Network of Specialized Care Education Subcommittee, 2007 – present
- Member, Tri Region Networks of Specialized Care Education and Research Committee, 2009 – present
- Member, Program Standards Subcommittee, PNHRs, 2009 – 2011
- Member, DSW Apprenticeship Industry Committee, 2009 – present
- Co Chair, DSSIG, OADD
- Chair, DSW Coordinators' Group, 2011 – present
- Member, Work Group and Steering Committee, DSW Program Standards and DSW Apprenticeship Curriculum Work Group and Steering Committee, August 2011 - present

Publications

1. Developmental Services Worker Standards of Practice, OADD, Toronto, June 2011
2. Gap Analysis Report: Comparing the DSW Program Standards, Core Competencies, and DSW Apprenticeship Training Standard, Program Standards Subcommittee, PNHRs, Toronto, 2010
3. Setting the Stage for Successful Behaviour for Respite Workers, Child Development Resource Connection Peel, Mississauga, Ontario, 2009
4. Setting the Stage for Successful Behaviour with Children with Special Needs: a Teamwork Approach to Challenging Behaviours, 2nd Edition, Child Development Resource Connection Peel, Mississauga, Ontario, 2009
5. Successfully Supporting People with Prader Willi Syndrome: A Handbook for Professionals. Conversion of curriculum to online format. PWS Network, Mississauga, Ontario, 2009
6. Report on Centralized Intake for CMHA York Region. Newmarket, ON. 2009.

7. Why Students Enter the DSW Program: Survey Report. Toronto, ON: The Ontario Association on Developmental Disabilities, 2007.
8. Successfully Supporting People with Prader Willi Syndrome: A Handbook for Professionals. PWS Network, Mississauga, Ontario, 2007.
9. Setting the Stage for Successful Behaviour with Children with Special Needs: a Teamwork Approach to Challenging Behaviours, Child Development Resource Connection Peel, Mississauga, Ontario, 2006
10. A Handbook on Dual Diagnosis: Supporting People with a Developmental Disability and a Mental Health Problem, 3rd Edition
Nugent Training & Consulting Services, Mississauga, Ontario, 2005
11. Response to the Ontario Government Transformation Agenda for Developmental Services. A position paper co-authored on behalf of the Ontario Chapter of NADD and submitted to the Ontario Government in November, 2004
12. Redefining Case Management: Putting Empowerment Into Practice, the Monograph Series, 2nd Edition, co-authored with Dr. Patricia Spindel, Nu-Spin Publications, Scarborough, Ontario, 2003
13. Developing Social Supports for Persons with a Dual Diagnosis, co-authored with Dr. Yona Lunsky, a Chapter in "An Introduction to the Mental Health Needs of Persons with Developmental Disabilities" published by the Habilitative Mental Health Resource Network, St. Catharines, Ontario, 2002
14. Setting the Stage for Successful Behaviour with School Aged Children: a Teamwork Approach to Challenging Behaviours, Child Development Resource Connection Peel, Mississauga, Ontario, 2001
15. Polar Opposites: Empowerment Philosophy and Assertive Community Treatment, co-authored with Dr. Patricia Spindel, in Ethical Human Sciences and Services, Summer, 2000, 2-2, pages 93 - 100
16. Setting the Stage for Successful Behaviour with Preschoolers: a Teamwork Approach to Challenging Behaviours, Child Development Resource Connection Peel, Mississauga, Ontario, 2000.
17. Best Practices in Infant Development Programs, the Ontario Association for Infant Development, Oshawa, Ontario, 1999
18. Behavioral Supports and Community Living: Client Centred Behavioral Intervention, NADD, Kingston, New York, co-authored with Dr. Dorothy Griffiths and Dr. William Gardner, 1998
19. A Resource Handbook for Services for the Dually Diagnosed in Metropolitan Toronto. The Concerned Parents Association of Metropolitan Toronto, Toronto, Ontario, 1996.
20. Consumers on Board: the Effective Participation of Consumers on Boards of Directors. The United Way of Peel Region, Mississauga, Ontario, 1997

Recent Conference Presentations

1. Ontario Association on Developmental Disabilities, Annual Conference, Toronto, March, 1996
2. 13th Annual McMaster Summer Institute on Gerontology, Hamilton, June, 1996
3. Quality of Life, an International Conference for Families and Professionals on Developmental and Related Disabilities, Toronto, June, 1996

4. NADD 13th Annual Conference, Vancouver, November, 1996
5. The Young Adult Institute, 18th Annual Conference, New York City, March, 1997
International Congress III on the Dually Diagnosed, Montreal, April, 1997
6. The Peel Institute for Non-Profit Management & Leadership, Brampton, June, 1997
7. Ontario Centre for Agencies Serving Immigrants Annual Conference, Barrie, October, 1997
8. NADD 14th Annual Conference, Baltimore, November, 1997
9. The National Association for Case Management Annual Conference, Orlando, April, 1998
10. The Psychiatric Patient's Advocacy Office Annual Staff Development Conference, Toronto, June, 1998
11. NADD 15th Annual Conference, Albuquerque, November, 1998
12. Michigan Victim Assistance Academy, Michigan State University, May, 1999
13. Peel Region LINC Annual Staff Development Conference, June, 1999
14. Partnerships '99, "Getting In Touch Dual Diagnosis Conference", Keynote Speaker, Barrie, Ontario, October, 1999
15. "Innovations: Support & Treatment of the Dually Diagnosed", Keynote Speaker, Ingersoll, Ontario, October, 1999
16. NADD 16th Annual Conference, Co-Chairperson of Family Institute, Speaker, Niagara Falls, Ontario, November, 1999
17. Ontario Association on Developmental Disabilities Conference 2000, Speaker, Toronto, April, 2000
18. International Congress V on Dual Diagnosis, Speaker, Philadelphia, PA, June, 2000
19. NADD, 17th Annual Conference, Speaker, San Francisco, November, 2000
20. Ontario Association on Developmental Disabilities Conference 2001, Speaker, Toronto, April 2001
21. International Certificate Program in Dual Diagnosis, Supporting Families Where There is a Dual Diagnosis, Primary Instructor, June 2001
22. United Way of Peel Region Board Training Series, Speaker, February 2002
23. Ontario Association on Developmental Disabilities Conference 2002, Speaker, Toronto, April 2002
24. Child Development Resource Connection Peel, Staff Training Series, Speaker, May, 2002
25. Early Childhood Educators of Ontario Annual Conference, Speaker, June, 2002
26. NADD 19th Annual Conference, Speaker, Denver, November 2002
27. Waterloo/Wellington/Dufferin Dual Diagnosis Committee Dual Diagnosis Training Series, Keynote Speaker, Guelph, September, 2002
28. Child Development Resource Connection Peel, Staff Training Series, Speaker, Mississauga, February, 2003
29. Case Managers in Mental Health Training Series, Speaker, Toronto, February, 2003
30. Ontario Association on Developmental Disabilities Conference 2003, Speaker, Toronto, April 2003
31. NADD 20th Annual Conference, Speaker, Chicago, October, 2003
32. K-W Habilitation Services, Staff Training Retreat, Key Note Speaker, Paris, Ontario, November, 2003
33. United Way of Greater Toronto, Board Training Series, Speaker, Toronto, November, 2003

34. The Centre for Employment Case Management Training Series, Oakville, January, 2004.
35. Peel Region Committee for Persons with a Dual Diagnosis & Humber College Certificate in Dual Diagnosis, Principal Instructor, Mississauga, Winter, Spring & Fall, 2004; spring, summer, & fall 2005.
36. CLTA Training Series, Peel Board of Education, Speaker, September, 2004
37. NADD 21st Annual Conference, Speaker, Vancouver, October, 2004.
38. Setting the Stage for Successful Behaviour with Preschoolers, Child Development Resource Connection Peel, Staff Training Series, ongoing since 2000.
39. Setting the Stage for Successful Behaviour with School Aged Children, Peel Lunch and After School Programme, Staff Training Series, ongoing since 2000
40. Ontario Association on Developmental Disabilities Conference 2004, Speaker, Barrie, April, 2004
41. NADD 22nd Annual Conference, Principal Speaker for Breakfast Consultation Session, St. Louis, October, 2005
42. NADD Telephone Training Series, Presenter, December, 2005.
43. Ontario Association on Developmental Disabilities Conference 2006. Speaker, Barrie, April, 2006
44. Setting the Stage for Successful Behaviour for Special Needs Pilot Training, Presenter, Mississauga, June, 2006
45. North East Mental Health Centre Annual Dual Diagnosis Conference, Key Note Speaker, North Bay, October, 2006
46. respiteservices.com Inaugural Orientation Training Series, Writer and Presenter, Mississauga, September, 2006
47. LINC Annual Training Conference, Presenter, Toronto, February, 2007
48. Ontario Association on Developmental Disabilities Conference 2007. Speaker, Barrie, April 2007
49. Community Living Quinte West Annual Staff Development Series. Keynote Speaker, 4 days, Trenton, May 2007.
50. Prader Willi Syndrome 1st Annual Providers' Conference. Speaker. Markham, October, 2007
51. Ontario Association On Developmental Disabilities Conference 2008. Speaker. Barrie, April 2008.
52. Prader Willi Syndrome 2nd Annual Providers' Conference. Speaker. Markham, October, 2008.
53. NADD 25th Annual Conference, Chair of 2 Sessions, Niagara Falls, November, 2008.
54. Ontario Association on Developmental Disabilities Conference 2009. Speaker, Barrie, April, 2009.
55. Ontario Association On Developmental Disabilities Conference 2008. Speaker. Barrie, April 2009
56. NADD International Congress, Speaker and Session Leader, Toronto, 2010
57. Community Living Ontario Annual Conference, speaker, Toronto, 2010
58. Humber Behaviour Science Program Workshop, Presenter, Toronto, 2010
59. Ontario Association on Developmental Disabilities Conference 2011, Speaker, Niagara Falls, April 2011
60. Toronto North Support Services, Documentation Workshop, Toronto, June 2011

61. K-W Habilitation Services, Staff Training Retreat, Key Note Speaker, Paris, Ontario, September, 2011
62. Ontario Association on Developmental Disabilities Conference. Speaker, Kingston, April 2012

JANICE (CRIPPS) PICHECA

RESEARCH EXPERIENCE

Ontario Institute for Studies in Education of the University of Toronto

September 1999-April 2000; September 2000-2001

Graduate Assistant (part-time)

- ❖ Literature search, editing manuscripts

Correctional Services Canada (Parole), Central Ontario District

March 1998-2001

Project Assistant (part-time)

- ❖ Data collection, analysis, literature reviews, administration

Correctional Services Canada (Parole), Central Ontario District

Mar 1998-Jan 2001 (part-time), Jan 2001-Feb 2002

Research Assistant

- Development of questionnaires, data collection, analysis, literature reviews

York University, Psychology Department

Sept 1992-Aug 1995

Research Assistant (part-time/full-time)

- Literature and newspaper searches
- Data coding, entering and verification
- Recruit study participants and coordinate interview schedules
- Prepare and administer questionnaires
- Assist with the development of dependent measures
- Conduct, transcribe and code research interviews

Ontario Correctional Institute

May 1996-Jul 1999, Nov 1993-Aug 1995

Research Assistant

- Literature search, data analyses, editing manuscripts

TEACHING EXPERIENCE

Sheridan College, Davis Campus

Jan-Aug 1995

Course Instructor, Human Development: The Lifespan

- Prepare course syllabus



- Prepare and conduct lectures, facilitating class discussions
- Prepare and grade assignments and exams

York University, Psychology Department

Sept 1992-Apr 1993

Teaching Assistant (Level 1 Statistics)

- Individual/small groups tutoring, conducting workshops
- Mark homework assignments
- Administer/proctor assignments and quizzes

Toronto East Detention Center

July-Aug 1992

Volunteer Tutor, English as a Second Language

- Review English language to detainees

SPECIAL SKILLS

- Research skills
- Knowledge of SPSS statistical software programs
- Administration/coding of the Hare Revised Psychopathy Checklist (PCL-R; May 1996)
- Administration/coding of the Level of Service Inventory (LSI-R; Feb 1999)
- Administration/coding of the STATIC-99R, SONAR (Sex Offender Needs Assessment Rating), STABLE2007, and ACUTE (Nov 2001)
- Interview skills (research and clinical)
- Communication and teaching skills
- Clinical report writing skills

ACADEMIC AWARDS

Ontario Graduate Scholarship

2001-2002

\$15,000.00

OISE/UT Scholarship

1997-1999

\$10,500.00

Continental Corporation Foundation Canadian Scholarship

1990-1994

\$2,000.00/year

Faculty of Arts In-Course Scholarship



1992-1993
\$370.00

York University Entrance Scholarship
1990-1991
\$1,800.00

RESEARCH GRANTS

Wilson, RJ, Cripps JE, Long CA (1999). *The identification of integrated treatment needs for offenders with family and sexual violence concerns*. Council on Sex Offender Treatment, Correctional Services of Canada, \$3,000.00

Wilson RJ, Picheca JE, Serin RC (2001). *Circles of Support & Accountability: Evaluating the efficacy of professionally-supported volunteerism in the long-term reintegration of high-risk sexual offenders*. Research Branch, Correctional Service of Canada, \$8,000.00

PUBLICATIONS AND PRESENTATIONS

Refereed Journals

Rokach, A., & Cripps, J.E. (1999). Incarcerated men and the perceived sources of their loneliness. *International-Journal-of-Offender-Therapy-and-Comparative-Criminology*, 43(1), 78-89.

Rokach, A., & Cripps, J.E. (1998). Loneliness of incarcerated men. *Psychological Studies*, 43(1-2), 12-20.

Rokach, A., & Cripps, J.E. (1998). Coping with loneliness in prison. *Psychological Studies*, 43(1-2), 49-57.

Rokach, A., Orzeck, T., Cripps, J., Lackovic-Grgin, K., & Penezic, Z. (2001). The effects of culture on the meaning of loneliness. *Social Indicators Research*, 53, 17-31.

Schuller, A.A., & Cripps, J.E. (1998). Expert evidence pertaining to battered women: The impact of gender of expert and timing of testimony. *Law and Human Behavior*, 22, 17-31.

Wilson, R.J., Abracen, J., Looman, J., Picheca, J.E., Ferguson, M. (2011). Pedophilia: An evaluation of diagnostic and risk management methods. *Sexual Abuse: A Journal of Research & Treatment*, 23, 260-274.

Wilson, R.J., McWhinnie, A.J., Picheca, J.E., Prinzo, M., & Cortoni, F. (2007). Circles of Support & Accountability: Engaging community volunteers in the management of high-risk sexual offenders. *Howard Journal of Criminal Justice*, 46, 1-15.

Wilson, R.J., Picheca, J.E., & Prinzo, M. (2007). Evaluating the effectiveness of professionally-facilitated volunteerism in the community-based management of high risk sexual offenders: PART ONE – Effects on participants and stakeholders. *Howard Journal of Criminal Justice*, 46, 289-302.

Wilson, R.J., Picheca, J.E., & Prinzo, M. (2007). Evaluating the effectiveness of professionally-facilitated volunteerism in the community-based management of high risk sexual offenders: PART TWO-A comparison of recidivism rates. *Howard Journal of Criminal Justice*, 46, 327-337.

Wilson, R.J., Stewart, L., Stirpe, T., Barrett, M., & Cripps, J.E. (2000). Community based sex offender management: Combining parole supervision and treatment to reduce recidivism. *Canadian Journal of Criminology*, 42, 177-188.

Invited Journal Articles

Stewart, L.A., & Cripps Picheca, J.E. (2001). Improving program motivation. *Forum on Corrections Research*, 18(1), 18-20.

Invited Book Chapters

Stewart, L., Hill, J., & Cripps, J.E. (2000). Treatment of family violence in correctional populations. In *Compendium 2000 on effective correctional programming*.

Book Chapters

Wilson, R.J. & Picheca, J.E. (2005). Circles of Support & Accountability: Engaging the community in sexual offender risk management. In: B. Schwartz (Ed.), *The sex offender, Vol. 5*. New York, NY: Civic Research Institute.

Research Reports

Wilson, A.J., Cortoni, F., Picheca, J.E., Stirpe, T.S. & Nunes, K. (2009). Community-based sexual offender maintenance treatment programming: An evaluation. (Research Report R-188). Ottawa, Ontario: Correctional Services Canada.

Wilson, R.J., Picheca, J.E., & Prinzo, M. (2005). *Circles of Support & Accountability: An evaluation of the pilot project in South-Central Ontario*. Research Report R-168. Ottawa, ON: Correctional Service of Canada.

Refereed Symposia/Conference Presentations

Cripps, J.E., & Forth, A.E. (August 21, 1996). *Layperson and expert beliefs regarding psychopathy*. Paper presented at the XXVI International Congress of Psychology, August 16-21, 1996 Montreal, Canada.

Cripps, J.E., & Schuller, A.A. (June, 1995). *The impact of an expert's gender and timing of testimony on juror decision-making*. Poster session presented at the Canadian Psychological Association for presentation at the annual conference, June 1995, Charlottetown, P.E.I.

Long, C., Cripps, J.E., & Wilson, A.J. (1998, October). *The development and implementation of an integrated treatment program for offenders with family and sexual violence concerns*. Presentation at the 11th Annual Conference of the Association for the Treatment of Sexual Abusers, Vancouver, BC.

Picheca, J.E., Abracen, J., & Looman, J. (2006, September). *Patterns of alcohol abuse in sexual offenders and non-sexual offenders attending methadone maintenance treatment*. Poster presented at the 25th Annual Conference of the Association for the Treatment of Sexual Abusers, Chicago, ILL.

Picheca, J.E., Mendoza, J., & Wilson, R.J. (2001, November). *Batterers or sex offenders? Men who sexually assault intimate partners*. Poster presented at the 20th Annual Conference of the Association for the Treatment of Sexual Abusers, San Antonio, TX.

Picheca, J.E., Stirpe, T. & Wilson, R.J. (2010, October). Collaborative, community-based sexual offender management: A decade in review. Paper presented at the 29th Annual Conference of the Association for the Treatment of Sexual Abusers, Phoenix, AZ.

Picheca, J.E., Wilson, R., Stirpe, T., Abracen, J., DiFazio, R., & Looman, J. (2008, October). Perpetrators of sexual violence within intimate relationships: Sexual offenders or male batterers? Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, CA.

Picheca, J.E. & Wilson, R.J. (2003, October). *Collaborative, community-based sex offender management: Three years later*. Paper presented at the 22nd

Annual Conference of the Association for the Treatment of Sexual Abusers, St. Louis, MO.

Rokach, A., Brock, H., & Cripps, J.E. (August 15, 1995). *The multidimensionality of loneliness and its causes*. Paper presented at the American Psychological Association annual conference, August 11-15, 1995, New York, NY.

Stirpe, T., Picheca, J.E., & Abracen, J. (2007, October). The treatment and management of sexual offenders in a community setting: Challenges and strategies. Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, CA.

Stirpe, T., Picheca, J.E., Abracen, J., & Ferguson, M. (2008, October). Sex offenders' perception of a community-based collaborative treatment and case management model. Paper presented at the 27th Annual Conference of the Association for the Treatment of Sexual Abusers, Atlanta, Georgia, CA.

Wilson, R.J., Abracen, J., Picheca, J.E., Prinzo, M., & Malcolm, P.B. (2003, October). *Pedophilia: An evaluation of diagnostic and risk management methods*. Paper presented at the 22nd Annual Conference of the Association for the Treatment of Sexual Abusers, St. Louis, MO.

Wilson, R.J., Prinzo, M., & Picheca, J.E. (2003, October). *Gaining momentum: Professionally-facilitated volunteerism with high-risk sex offenders goes international*. Paper presented at the 22nd Annual Conference of the Association for the Treatment of Sexual Abusers, St. Louis, MO.

Wilson, R.J. & Cripps, J.E. (1998, October). *Making a case for external supervision*. Presentation at the 17th Annual Conference of the Association for the Treatment of Sexual Abusers, Vancouver, BC.

Wilson, R.J. & Cripps Picheca, J.E. (1999, September). *Developmental sexual abuse histories and later involvement in crime: An exploratory study*. Paper presented at the 18th Annual Conference of the Association for the Treatment of Sexual Abusers, Orlando, FL.

Wilson, R.J., Picheca, J.E., & Serin, R.C. (2001, November). *Circles of Support & Accountability: Evaluating the efficacy of professionally-supported volunteerism in the long-term reintegration of high-risk sexual offenders*. Paper presented at the 20th Annual Conference of the Association for the Treatment of Sexual Abusers, San Antonio, TX.

Wilson, R.J., Stirpe, T., Cripps Picheca, J.E., Webber, J., & Briggs, S. (2000, February). *Treatment and supervision in community corrections: A collaborative approach*. Open panel discussion held at the 53rd Annual Convention of the Ontario

Psychological Association, Toronto, ON.

Invited Presentations

Cripps, J.E. (April, 1994). *The impact of sex and timing of expert witness on juror decision-making*. Poster session presented at the Interdepartmental Poster Session for Honour's Students of the Psychology Department, York University, April 1994, North York, Ontario.

Cripps, J.E. (November 29, 1994). *Stress and Coping*. Guest Lecture: Introduction to Psychology. York University.

Cripps, J.E. (February 1, 1995). *Stress and Coping*. Guest Lecture: Abnormal Psychology. York University.

Cripps, J.E. (July 15, 1995). *Loneliness: Experience, Causes and Coping*. As part of a Stress Management Workshop conducted by Hanna Barnet, M.Sc.

Training Guides

Rokach, A., & Cripps, J.E. (1996). *Program manual--Stress management: A manual for trainers*. Ontario Correctional Institute, Brampton, Ontario.

Theses

Cripps, J.E. (1994). *The impact of sex and timing of expert witness on juror decision-making*. Unpublished Honours Thesis, Department of Psychology, York University, Toronto, Ontario.

Cripps, J.E. (1997). *The association between the neutralization of self-punishment, guilt, and psychopathy among extrafamilial child molesters*. Unpublished Master of Arts Thesis, Department of Psychology, Carleton University, Ottawa, Ontario.

Cripps Picheca, J.E. (2006). *Perpetrators of sexual violence within intimate relationships: Sexual offenders or male batterers?* Unpublished Doctoral Thesis, Department of Adult Education and Counselling Psychology, University of Toronto, Ontario.

CHRIS RAHIM

EDUCATION

Master's Degree in Environmental Studies 2008-2011

Major Research: Health Justice for Women Prisoners Post-Incarceration

Graduate Diploma in Environment/Sustainability Education 2008-2011

York University, Toronto (\$20,000 scholarship)

Areas of Interdisciplinary Specialization and research interest:

Cultural Production, Digital Storytelling

Informal education, popular education, community education

Anti-racist education

Research for social change; activist/community research methodologies

Qualitative Research Methodologies (Community-based Research, Collaborative, Participatory Action Research)

Graduate Diploma in Community Economic Development 2003-2005

Concordia University, Montreal, Quebec.

Assaulted Women's and Children's Counsellor Advocate Program Diploma

George Brown College, Toronto, Ontario 1997 - 1999

Women's Studies Diploma

Langara College, Vancouver, B.C. 1987-1990

PROFESSIONAL EXPERIENCE

Immigrant and Refugee Women's Program Coordinator June 2013-present

Spring Tide Resources
Ending Violence against Women
Toronto, Ontario

Develop violence prevention and gender based analysis material intended for online training modules as well as train the trainer services for service providers who work with immigrant and refugee women and men. Service Providers enhance knowledge, skills development and leadership around the needs of immigrant, refugee, newcomer and non-status women and men.

Partial Load Faculty

2013 - present

Humber College
Bachelor of Applied Arts Criminal Justice Degree Program
Toronto, Ontario

Teaching learners, Counselling Theory and Practice and Case Management

Part-time Faculty

2006 - present

George Brown College
School of Liberal Arts and Sciences &
School of Social and Community Services
Toronto, Ontario

Curriculum developed and instructed; Facilitator Training, Women, Gender & Sexuality, Group Dynamics, Fieldwork Placement, Community Development/Organizations, Introduction to Feminist Counselling, and Interviewing and Communication skills.

Instruct students on group process, leadership, empowerment and community engagement from a critical race theoretical perspective, as well as the practice of popular education at George Brown College.

Researcher

2012 - present

Ryerson University
Toronto, Ontario

Coordinate participant recruitment in the *Cancer's Margins: Ontario* project, and to carry out interviews in the area of LGBQ women and/or Trans people, consumer health knowledge-seeking, and breast & gynecologic cancer experiences and knowledge. *Cancer's Margins* (BC, MB, ON, QC, NS) is a 3- year CIHR-funded project that involves community-based interviews with LGBT folks diagnosed and treated for breast or gynecologic cancers.

Policy Consultant

2012

Sketch

Working Arts for Street-Involved and Homeless Youth
Toronto, Ontario

Researched organizational policies in different Community Arts Organizations as well as appropriate legislation.

Reviewed SKETCH's existing polices; identified gaps and areas for revisions.

Facilitated necessary consultations with stakeholders. Revised existing policies and wrote missing policies.

**Research Assistant
Indigenous and environmental justice**

2009

York University
Faculty of Environmental Studies
Toronto, Ontario

Conducted and planned research on Indigenous peoples in Canada, Australia and India.

Activities included periodical/journal database searching, managing references, and preparing publications, researched sources of funding and organized research activities

Community Planner

2006-2008

Community Social Planning Council of Toronto
Regent Park Redevelopment
Toronto, Ontario

Organized, interviewed, selected and convened Regent Park residents for an 8 week Community Animator Training program.

Undertook community needs assessments and strategic planning; assisted in advocating for resources for local communities Convened residents, local organizations and other stakeholders in Arts and Culture, Education, Employment and Economic Development, Diversity and Settlement and Revitalization committees in Regent Park.

Researched models and best practices for Education and Community Economic Development Hubs. Prepared and delivered clear written and oral presentations concerning Regent Park's

redevelopment's Social development plan for stakeholder advisory committee and for board review.

Worked with local community organizations, networks and coalitions to build capacity and civic participation to provide policy analysis on various topics related to council priorities, such as poverty reduction strategies, voter education and civic participation.

Inspired and supported staff, advisors and community partners in their roles

Resource/Self-Help Coordinator/Counsellor

2001-2006

Women's Counselling Referral and Education Centre
Toronto, Ontario

Coordinated and taught a 12 week facilitator training program from a popular education framework for community members and service providers. Supervised and trained referral, crisis line and other staff, student placements and volunteers.

Developed and implemented programs in the areas of anger management, anti-oppression workshops and life skills.

Conducted Community Based Research on Racialized People and Mental Health; ran focus groups for and with community members in partnership with Across Boundaries and Access Alliance.

KEY ATTRIBUTES

- 10 years' experience developing curriculum and training trainers
- 10 years' experience facilitating and evaluating workshops
- Resourceful and knowledgeable facilitator with relevant public speaking experience; design and facilitate engaging and inclusive learning environments adaptable to group dynamics.
- Excellent understanding of adult education principles
- Superior analysis skills with strong problem solving capabilities and solution/resolution orientation.
- Knowledge and understanding of the mental health needs of newcomers who are experiencing mental health concerns
- Excellent knowledge and skills in anti-racism/ anti-oppression theory and practice
- Ability to develop a workplan and ensure goals and timelines are met
- Ability to motivate people
- Excellent proficiency in MS Office, Word, email and web-based research/learning tools
- Lived experience immigrating to Canada

- Excellent interpersonal, verbal and written communication
- Skilled at incorporating digital storytelling as a reflective practice, a pedagogical strategy, a vehicle for education and community mobilization for learners.

PROFESSIONAL DEVELOPMENT

George Brown College

June-August 2012

Foundations of Teaching and Training for Adult Learners. Course content included, learning theory, course design, presentation skills and evaluation techniques. An emphasis placed on practical application of teaching principles for Adult Learners.

Worldwide Instructional Design System

July 2011

Three day intensive workshop on designing and accessing learning for curriculum development.

The 7E's of Liberation: An LPI approach to Anti-Oppression Practice

February 2008

A practical anti-oppression framework which is transferable across different roles and settings.

Community Development Intensive, United Way, Toronto

October 2007

Workshop on understanding group dynamics.

“Innovating Research Strengthening Communities”, OISE, Toronto

November 2004

A Forum on Community Based Research which addressed the determinants of health and the effects on socio-economic factors which impact individuals and populations of racialized groups in Canada.

WRITING SAMPLE FROM MASTER'S RESEARCH

Ontario Women's Health Network E-Bulletin
Summer 2011
Digital Storytelling by Post-Incarcerated Women:
Collaborative Inquiry for Health Justice

<http://www.own.on.ca/ebulletin.htm>

BOARD INVOLVEMENT

Parkdale Activity and Recreation Centre

May 2012 -present

The Parkdale Activity Recreation Centre is a drop-in in the west end of Toronto that works with members on individual issues of poverty, mental health, addictions, homelessness and food security.

Parkdale Community Information Centre

March 2012-present

Non-profit charitable community service centre, committed to meeting the diverse and changing needs of the Parkdale community through the delivery of accessible, effective programs and services.

HEATHER RAMEY

Education

Brock University, St. Catharines, Ontario

2007-present

PhD Candidate, Psychology (Lifespan Development)

Dissertation topic: *Youth engagement in organizational decision-making and organizational functioning*

- ⇒ Managed two research studies as part of dissertation, completing all literature review; study design; data management, cleaning, screening, and analysis; and write-ups for academic publication.
- ⇒ Led and partnered on additional research projects, supervising students and research assistants, designing studies, managing data sets, and completing analysis and write-ups in partnership with other researchers and stakeholders.
- ⇒ Trained in advanced quantitative and qualitative data analysis, including nested and longitudinal designs and the use of relevant software (e.g., SPSS, AMOS, HLM, SAS).
- ⇒ Working under competing deadlines, collaborated with diverse internal and external research partners.
- ⇒ Translated research findings into recommendations and implications for partner organizations and governments, produced accompanying reports and presentations.
- ⇒ Wrote grant applications. Examples of grants awarded include the Social Sciences Humanities and Research Council of Canada Doctoral Scholarship and the Ontario Graduate Scholarship.

Brock University, St. Catharines, Ontario

2005-2007

Master of Arts, Child & Youth Studies

Thesis topic: *Narrative therapy with children*

- ⇒ Managed thesis study, completing all literature review; study design; data management, cleaning, screening, and analysis; and write-ups for academic publications.
- ⇒ Trained in quantitative and qualitative data analysis, including the use of relevant software.

Ryerson University, Toronto, Ontario

2001-2004

Bachelor of Arts (Hons), Child & Youth Care

Mohawk College, Hamilton, Ontario

1995-1998

Child and Youth Worker program



Employment History

Students' Commission, Hamilton, Ontario

2010-present

Research and Training Manager, Drug Buzz Program

- ⇒ Developed training manual and plan of research for adult/young adult mentors in a national peer-mediated program intended to reduce youth substance use.
- ⇒ Developed and supervised research for adult/young adult mentors (e.g., assessment of motivations for and psychological investment in work, personality measures, and interview questions).

Centre of Excellence and Brock University, St. Catharines, Ontario

2007-present

Research Assistant

- ⇒ Conducted research and provided consultation on youth engagement research and practice.
- ⇒ Communicated with Centre partners (e.g., City of Vancouver, Youth Launch Saskatchewan).

Brock University, St. Catharines, Ontario

2005-present

Teaching Apprentice, Teaching Assistant, Marker, Course Coordinator

- ⇒ Completed teaching apprenticeships and assistantships, including teaching masters level and undergraduate students courses in statistics and research design.
- ⇒ Other teaching experience includes marking, coordinating, and leading seminars for a wide range of courses in the Child & Youth Studies and Psychology departments, including as Parenting, Lifespan Development, and Abnormal Psychology.

Haldimand-Norfolk REACH, Townsend, Ontario

2005

Child Clinical Therapist

- ⇒ Provided therapy to children and adolescents. Trained in narrative therapy, motivational interviewing, and CBT.

Youth Net, Hamilton, Ontario

2002-2005

Youth Advisory Team Coordinator

- ⇒ Recruited and coordinated team of youth volunteers, supporting them in advising the Youth Net program and promoting positive youth mental health, also supervised staff assistant and students.

Alternatives for Youth, Hamilton, Ontario
2001-2005

Substance Abuse Counsellor

- ⇒ Coordinated program for pregnant and parenting youth with substance use issues, providing individual and group counselling, assessments, and staff training.

Charlton Hall Child & Family Services, Hamilton, Ontario
1999-2001

Child & Youth Worker

- ⇒ Provided counselling and case management to girls ages 12 to 17 in residential treatment.

Haldimand-Norfolk REACH, Townsend, Ontario
1998-1999

CHOICES Facilitator

- ⇒ Coordinated group for youth ages 10 to 15 who were at risk of becoming young offenders.

Selected Publications, Reports, and Conference Presentations

Ramey, H. L., & Rose-Krasnor, L. (in press). Contexts of structured youth activities and positive youth development. *Child Development Perspectives*.

Ramey, H. L., Rose-Krasnor, L., & Pereira, N. (with the assistance of the Youth Research Action Team). (2009). *The New Mentality Evaluation Report*. Toronto, ON: CEYE.

Ramey, H. L., Baxter, A., & the Centre of Excellence for Youth Engagement. (2008). *Evaluation of The New Mentality project: Determining challenges and successes and the impact of youth engagement on youth, adults, and organizations*. Conference presentation, Public Health Agency of Canada, Niagara Falls, ON.

Selected Committee/Volunteer Work

Youth Engagement and Action in Hamilton (YEAH), 2008-2010

Member, 2005-2008, Chair, 2007-2008, JL Mitchener School Council, Grand Erie District School Board

Youth Net Hamilton Steering Committee, 2002-2005

Hamilton Dating Violence Committee, 2001-2003

AQEEL N.M. SAEID

DEGREES

Degree	Year	Institution
Ph.D.	2004	University Putra Malaysia

Thesis Title: Patriarchy and Religion: The Relationship between Muslims Youth Attitudes towards Patriarchal Power and their Religious Commitment.

Supervisory Committee: Prof. Zahid Emby, Ph.D., Prof. Azimi Hamza, Ph.D., Prof. Ma'rof Radzuan, Ph.D. and Zaid Ahmad Ph.D.

M.A.	2009	University of Toronto
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Thesis Title: Pathological Gambling among Adult Offenders

The supervisor: Professor Nigel Turner Ph.D.

M.A.	1994	University of Baghdad
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Thesis Title: The Impact of the Qur'an in Social Action

The supervisor: Professor Mut'ib Manaf Al-Samra'i Ph.D.

B.A.	1992	University of Baghdad
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Thesis Title: Arabian Family

Supervisor: Professor Fawziah Ala'tiea Ph.D.

ACADEMIC HISTORY

Professor Aug- 2009- Present
Humber Institute of Technology and Advanced Learning



School of Social & Community Services
Criminal Justice Bachelor of Applied Arts- Degree Program

Teach the following courses

- Special Topics in the Criminal Justice System – 4th year
- Sociological Theories of Crime- 3rd year
- Victims in the Criminal Justice System- 2nd year
- Intro to Criminology & Human Rights and Diversity- 1st year

Research Coordinator Sep- 2008- May 2012

Wilfrid Laurier University

Project Title: The Self-Other Issue in the Healing Practices of Radicalized Minority Youth

- Facilitated qualitative research activities
- Formed youth advisory groups
- Arranged and facilitated meetings for the research teams
- Participated in academic conferences and publication

Researcher October 2005- June 2006

Hitachi Survey Research Center

University of Toronto at Mississauga, Mississauga, Canada

- Develop a theoretical model of religious commitment
- Develop a web-based questionnaire to measure and assess Islamic religious commitment
- Marketing of the study to worldwide population of Muslims
- Data analysis and report writing

Researcher October 2003 – May 2004

University Putra Malaysia, Faculty of Human Ecology, Malaysia

- Directed research activities for the project titled: Development of Rural Family Enterprise. Duties included: theoretical and conceptual development; survey instrument development; data collection; data analysis (quantitative and qualitative); report writing; organization and administration.
- Wrote a theoretical model and developed a scale for Islamic family life.
- Participated in academic conferences

Lecturer of Sociology September 1995 – September 2001

7th April University, Faculty of Arts Al-Zawia, Libya

- Taught courses in sociology department
- Supervised researches based on university needs
- Oversaw undergraduate projects
- Participated and prepared for conferences, workshops and seminars

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

President

United Nations Association- Toronto regional Branch, Ontario, Canada , June 2007-June 2010

Advisory Committee Member

Settlement and Immigration Diploma- Humber College –Toronto – Canada, 2008-Present

Board Member

Children's Aid Society of Toronto, February 2007- Present

Member of Editing Staff

Electronic Journal of Human Sciences, Amsterdam, Holland, Mar 2003 - 2011

SCHOLARLY AND PROFESSIONAL WORK

Refereed Publications:

1. Maiter, S., Joseph, A., Shan,N. and Saeid, A.. Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members. *Qualitative Research*, 2012 DOI: 10.1177/1468794112455037
2. Preston, D. McAvoy S., Saunders, C., Gillam, L., Saeid, A., & Turner,N. Problem gambling and mental health co-morbidity In Canadian federal offenders. *Criminal Justice and Behavior*. Accepted for publication May 2012.
3. Saeid, A. & Emby, Z. Islamic Social Action, *Islamiyyat Journal*, University Kebangsaan Malaysia UKM, Malaysia, 2006, Published
4. Saeid, A. Objectivism between theory and implementation, *Algerian Journal for Sociological Studies*, University of Jijel, Algeria, 2005, Published, 2006. 26 pages.
5. Attitudes of Youth towards Woman, *Journal of Arabian Future*, 26, Lebanon, 2004. Published, 18 pages

6. Characteristics of Patriarchal System in Islam, Sociological Perspective, The International Seminar on Islamic Thought, University Kebangsaan Malaysia, December 7-9, 2004, 10 pages
7. Paternal and Maternal roles in Muslim Family, The International Seminar on Islamic Thought, University Kebangsaan Malaysia, December 7-9,2004. Sharing with Associate Prof. Dr. Jaria Mas'ud- University Putra Malaysia, 12 pages
8. The Problematic of the Social System, Different Perspectives to Understand the Relationship between Subjective and Objective. Electronic Journal of Human Sciences(ULUM ENSANYA). Holland January-2004
9. The Dialectic Relationship between Man and Society. Sociological Re-Interpretation of Freud's Thought, Electronic Journal of Human Science (ULUM ENSANYA). Holland, December 2003, Published
10. Third World Countries: A study of underdevelopment and development, Dirasat Journal 8 2002, Libya. published 14 pages
11. The Problem of Objectivism in Sociology., Journal of Scientific Studies, Libya, 2002, Published
12. The Idea of Self from Sociologists' of Symbolic Interaction perspective. 7th April University Journal, 2001
13. Interaction between Culture and Personality in the Parsonian Theory of Social Action. 7th April University Journal, Libya 1999, Published

BOOKS

1. Mohammed, A. Social Action: Analytic Study from Islamic Perspective", Book, Dar Al-Kindy, Jordan, 11-2002 Published
2. Mohammed, A. Arabian Youth and the Future, Center of The Arab Unity, Beirut, 2006 Published.
3. Mohammed, A. Arabian Muslim Family: social perspective, Book, Dar Al-Kindy, 2005

PROFESSIONAL PRESENTATIONS AND LECTURES

CONFERENCE

1. Maiter, S., Joseph, A., Shan,N. and Saeid, A Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group, Annual Qualitative Analysis Conference. Wilfred Laurier University – Brantford Campus, Brantford, Ontario, May 13-15 2010.
2. Saeid, A, Causes and Effects of Addiction: sociological Perspective. A Conference Organized by the Arab Community Center of Toronto, 2008
3. Saeid, A., Problem Gambling among Arab Canadians, The Annual Conference of Problem Gambling Organized by COSTI, 2007.
4. Characteristics of Patriarchal System in Islam, Sociological Perspective, The International Seminar on Islamic Thought, University Kebangsaan Malaysia, December 7-9, 2004

5. Paternal and Maternal roles in Muslim Family, The International Seminar on Islamic Thought, University Kebangsaan Malaysia, December 7-9, 2004

Presenting in Professional Training:

Saeid, A. Sense of Belonging: Understanding Culture Shock, Training on Immigration and Trauma organized by the New Horizons: Healing and Hope Coalition. 2011

EVALUATION:

Playing with Rainbows Project for Children Traumatized by war and Immigration. The evaluation was funded by the New Horizons: Healing and Hope Coalition. 2013

Other Experiences:

Counselor October 2005 – Present

- Facilitate group sessions for children traumatized by war and immigration (Playing With Rainbows) The program is supervised by The New Horizons; Healing and Hope Coalition and the Children's Aid Society of Toronto

Counselor/Researcher July 2008 – July 2009
Toronto Catholic District School Board, Toronto

- Provided Counseling in Settlement
- Conducted Research and Data Analysis

Counselor July 2007 – July 2008
The Arab Community Centre of Toronto, Etobicoke

- Provided Problem Gambling Counseling, Registered as a counselor with Center for Addiction and Mental Health (**CAMH**) for the Arab Community.
- Provided Domestic Violence Counseling

Tutor May – November 2003
University Putra Malaysia, Faculty of Modern Languages, Malaysia

- Taught Arabic language - beginner and intermediate courses

Social Worker/Consultant November 1997 – April 1998



Institution for Rehabilitation of Juvenile Delinquents, Tripoli, Libya

- Conducted a research on the reasons for delinquency in Tripoli city
- Developed questionnaires, co-ordinated and conducted surveys
- Analyzed data, compiled and interpreted statistics

Scott, Sonya

DEGREES

Ph.D. Social and Political Thought. York University (2008)
M.A Social and Political Thought. York University (2002)
B.A .Political Science (Honours). University of Calgary (2000)
B.A. Spanish. University of Calgary (2000)

EMPLOYMENT HISTORY

2010 – Present Instructor, Arts Humanities and Social Science
University of Guelph-Humber (Toronto, Canada)

2010 – Present Adjunct Professor, School of Liberal Arts and Science
Humber College (Toronto, Canada) 2010-present

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2007 Member of Strategies of Critique (Graduate Conference in Social and Political Thought) Vetting Committee

2006 Member of Strategies of Critique (Graduate Conference in Social and Political Thought) Vetting Committee

2005 Bargaining Team Member and Coordinator, CUPE 3903

2004 – 2006 Member of Bursary Committee, CUPE 3903

2002 – 2008 Departmental Steward, CUPE 3903

2001 – 2004 Member Feminist Political Economy Network

2001 – 2002 VP External, Social and Political Thought Graduate Students' Association (SPT-GSA)

2001 – 2002 SPT-GSA Representative on Graduate Students Association Council

Winter 2002 Member of MA Admissions Committee, Graduate Program in Social and Political Thought.

Research Funding

- March – Dec. 2009** Accredited Researcher
National Library of the Republic of Argentina
- Sept. – Dec. 2009** Visiting Scholar
Instituto de Investigación Gino Germani

Faculty of Social Sciences, University of Buenos Aires
- Summer 2005** Research Assistant (York University)
Conducted research on visual representations of the Holocaust for Dr. Belarie Zatzman (Fine Arts)
- 2002 – 2001** Research Assistant (York University)
Conducted research on theories of citizenship for a reader edited by Dr. Rosemary Coombe (Social Sciences)
- 1999 – 2000** Research Assistant (University of Calgary)
Conducted research on origins of Brazilian Carnaval for Dr. Hendrick Kraay (Department of History)
- Summer 1999** Research Assistant (University of Calgary)
Conducted research on alternative versions of *Don Quijote* for Dr. Rachel Schmidt (Department of French, Italian and Spanish)
- 1998 – 1999** Research Assistant (University of Calgary)
Produced transcriptions of 16th Century Spanish and Portuguese manuscripts for Dr. Kenneth Brown (Department of French, Italian and Spanish)

PUBLICATIONS

- Forthcoming Book 2012** *Architectures of Economic Subjectivity: The Philosophical Foundations of the Subject in the History of Economic Thought*
(UK: Routledge, 2012)
- Sept. 2008** Doctoral Dissertation

“The Epistemological Constitution of Subjectivity in Economic Thought”

May 2003 PhD Major Research Paper
“Ricardo’s Architectonic: Epistemology and Subjectivity in the Work of David Ricardo”

Jan. 2002 MA Major Research Paper
“Exploring Ideological Space: A Shift in Epistemology and Consciousness”

April 2000 BA Political Science Honours Thesis
“Proudhon’s Revolution: From the State to Patriarchy”

COURSES TAUGHT IN PAST FIVE YEARS

Humber College ITAL – Degree Level

SOCI 401 – Sociology of Consumption (University – Classroom)
SOCI 201 – Principles of Sociology (University – Classroom)

UNIVERSITY OF GUELPH/HUMBER

AHSS 1050 – Sociology of Consumption

Jasdeep (Jessy) Singh

Curriculum Vitae

EDUCATION

University of Guelph, M.A., Criminology, 2011

University of Guelph Humber, B.A.Sc, Justice Studies, 2009

TEACHING

Sessional Lectureships

Introduction to Community Services (JUST 1030), Justice Studies Program, University of Guelph Humber
(Fall 2013)

Issues in Canadian Corrections (HIST 102), Criminal Justice Degree Program, Humber College
(Fall 2012/Fall 2013)

Youth and Crime (CRIM 204), Criminal Justice Degree Program, Humber College
(Fall 2012)

Counselling 1 (FCSS 2000), Justice Studies Program, University of Guelph Humber
(Fall 2012)

Crime Prevention Project (CRIM 454), Criminal Justice Degree Program, Humber College
(Summer 2012)

Teaching Assistantships

Young Offenders (SOC 3710), Department of Sociology, University of Guelph
(Fall 2010/Winter 2011)

Transition to Work (AHSS 4080), Justice Studies Program, University of Guelph Humber
(Winter 2011)

Gerry Small

HIGHLIGHTS & ACHIEVEMENTS

- Awarded the Association of Black Law Enforcement scholarship
- Presented with the Hazel McCallion Volunteer Achievement Award for actively volunteering in and outside my community

EDUCATION

2011-2012

Ontario Teaching Certificate

York University

Area of expertise: Canadian Law and Social Studies

2008-2010

Masters in Education

York University

Awards: Entrance Scholarship, 2008

2003-2007

Bachelor of Applied Science with Distinction

University of Guelph-Humber

Major: Criminal Justice Studies

Awards: Dean's Honour List, 2005-2006 & Entrance Scholarship, 2003 & 2006

WORK EXPERIENCE

September-June 2013

Specialty Facilitator – Instructor

Peel Youth Village: an innovative mixed-use development incorporating both housing and a community centre. We offer help on weekdays during the school year to help students who are struggling with their homework.

- Familiarize prospective students with a variety of resources that can help finance their post-secondary studies (including bursaries, loans and scholarships)
- Identify post-secondary programs at various colleges, universities or technical institutes
- Explore future career paths and employment options that would really fit a student's interests

2009-2011

Case Manager, Families

Peel Youth Village

- Provided motivational counselling, case management and crisis intervention to youth and families
- Developed a vast knowledge of the Youth Criminal Justice Act
- Worked in collaboration with community partners, such as schools, police, hospitals

2006-2009

Community Justice Facilitator

The Dam (Develop, Assist, Mentor) Youth Drop-in: a non-profit organization that gives hope and help to youth and young moms.

- Established contacts and built relationships with other youth agency committees
- Planned, coordinated and evaluated programs and activities for youth
- Knowledge and understanding of homelessness, mental health and addictions

TEACHING EXPERIENCE

September-April 2013

Faculty Instructor: The Canadian Criminal Justice System

Humber College – Lakeshore Campus: Community and Justice Services Program

- Identify the key components of the Canadian justice system, and distinguish the roles of each
- Compare the role and functions of federal and provincial services within the criminal justice system
- Demonstrate how the *Charter of Rights & Freedoms* shapes the activities of the police and courts

January 2013

Faculty Instructor: Criminology

Humber College – Lakeshore Campus: Community and Justice Services Program

- Explain crime, criminality and deviance based on historical and contemporary criminology theories
- Discuss the value of a theory, research and method in the application to problems of criminology
- Identify and explain major issues, concepts and debates surrounding society's approach to crime

January 2013

Faculty Instructor: Introduction to the Practicum Experience

Humber College – Lakeshore Campus: Bachelor of Applied Arts in Criminal Justice

- Identify the various types of employment roles available in or related to the criminal justice field
- Discuss diversity issues that may concern their clients within their placement environment
- Explain the legal and ethical standards expected of workers in the criminal justice field

January 2013

Sessional Instructional Assistant: Equity and Diversity in Education

University of Toronto Mississauga: Concurrent Teacher Education Program

- Responsible for grading assignments and uploading marks to Blackboard
- Meeting with students to provide guidance and assistance
- Working collaboratively with the Sessional Instructor responsible for teaching the course

November 2012

Guest Lecturer: Teaching and Learning in Inclusive Classrooms

York University's Teacher's College Program

- Presenting on the foundations of teaching in the Intermediate Senior Classroom
- A focus on: understanding our own fears, biases and prejudices
- Discussed: Power, Privilege and Discrimination and its presence within Education

VOLUNTEER EXPERIENCE

2008-2012

Youth Justice Committee

Associated Youth Services of Peel: A charitable organization which strengthens the ability of children, youth, adults and their families who are, or are at risk of, experiencing social, emotional or behavioural difficulties, through offering support, counseling, education and therapy, in the home, school and community

- Provide an alternative to formal court proceedings by offering an Aboriginal justice approach
- Meet with victims, accused young people and their parents/caregivers to negotiate an appropriate way for the young person to make amends for his or her actions

2009-2012

Volunteer Probation Officer

Mississauga Probation and Parole: The Ministry of Community Safety and Correctional Services is committed to ensuring that Ontario's communities are supported and protected by law enforcement and public safety systems that are safe, secure, effective, efficient and accountable

- Supervised the client ensuring that all conditions of the probation order were met
- Kept accurate, regular and accountable records of the status of my clients

PROFESSIONAL DEVELOPMENT

Certificates/professional training courses have supplemented my extensive hands-on experience:

- Freedom Writers Institute – Teacher Certified (June 2012)
- Participated in the Women Against Violence Youth Day (May 2012)

- Inclusive Education Seminar – Equity, Diversity & Social Justice (April 2012)
- You Are Not Alone Conference – Gay Straight Alliance Seminar (March 2012)
- African Heritage Educational Network workshops (March 2012)
- Black Community Action Network (November 2011)
- Crisis Intervention – Diffusing Anger, Resistance & Hostility Training (September 2011)
- Dialectical Behaviour Therapy for Youth and Concurrent Disorders Training (December 2010)
- Aboriginal Community Justice Certified (Restorative Justice) (October 2008)

BRIAN T. SMEGAL, M.A.

2010-Present

Senior Policy Advisor and Team Lead, Mental Health and Specialized Client Services

Key Accomplishments

- ❖ Program/portfolio lead for the management and implementation of the expansion of Youth Mental Health Court Worker (YMHCW) program to 45 of the 54 Ontario Court of Justice jurisdictions as part of the provincial 10-year mental health and addiction strategy.
- ❖ Interministerial working group member on the development and implementation of Service Collaboratives and Justice Service Collaboratives as part of the provincial 3-year Child and Youth Plan.(ACE Award) 2012
- ❖ Expert Review Panel Service Improvements through Service Collaboratives (2013/14)
- ❖ Team lead for the Youth Justice Services divisional response in support of the Ministry of Children and Youth Services report to the Coroners Inquest Recommendations touching the death of young person G.A. 2012

2005- 2010

Policy/Program Analyst, Mental Health and Specialized Client Services

Planning and Program Development Branch,
Ministry of Children and Youth Services

Key Accomplishments

- ❖ Portfolio responsibility for development and implementation of new Youth Mental Health Court Worker (YMHCW) program in partnership with MoHLTC and MAG to divert mentally ill offenders out the justice system.
- ❖ MCYS portfolio lead for the development and implementation of the Intensive Support and Supervision Program, a unique application of a YCJA sentence option for youth with mental illness in Ontario
- ❖ Established a network of Youth Court Justices and Ministry of Attorney General personnel in support of an alternative community sentencing initiative for youth with mental illness.

- ❖ Lead for comprehensive relationship building and communications forums, symposiums and congresses developing and enhancing governmental and community partnerships.

2002- 2005

Program Advisor, Youth Justice Services

Management and Operational Support Branch

Ministry of Children and Youth Services

Key Accomplishments

- ❖ Project lead for the design and development of the new integrated young person's case management policy and procedures document harmonizing 2 Ministerial approaches to case management policies, procedures and best practices. This document incorporates a single case manager model creating a provincial wide case management system for the supervision of young persons in conflict with the law.
- ❖ Project Coordinator responsible for the development, implementation and coordination of a new and innovative communications model that provided a network of field support for the implementation of the *Youth Criminal Justice Act*.
- ❖ Youth Justice Service representative on the Federal, Provincial, Territorial, YCJA Operationalization and Technical Committees.
- ❖ Frequent briefings, conference and formal presentations to Ministry senior officials to guide and inform strategic policy decision-making processes.
- ❖ Initiated, convened and co-chaired Interministerial co-ordination committees in anticipation of emerging operational and procedural challenges.

Innovations

- ❖ Established a standing youth justice critique group to monitor, review and advise on output from main committees.
- ❖ Created and designed a continuum model of sentences that illustrates pictorially the steps and procedures necessary to administer YCJA sentencing options.
- ❖ Developed embedded links in electronic policy and procedure manuals that will take the user to related policy guidelines and reference material to complete any task.

- ❖ Youth Justice Lead at Interministerial committee to resolve discrepancies in court processes, judicial sentence calculations and forms.
- ❖ Youth Justice Lead for the design and integration of former phase I and II business processes linking justice partners electronically.

2000-2002

Probation and Parole Officer

Adult Sex Offender and Intensive Supervision Stream
Ontario Ministry of Community Safety and Correctional Services.

Key Accomplishments

- ❖ Creatively and effectively supervised, managed and administrated a complex caseload of high-risk sexual offenders.
- ❖ Office liaison/facilitator for the implementation of service delivery model.
- ❖ Collaborated with the federal Dynamic Supervision Project, Department of the Solicitor General Canada.

1998-2000

Correctional Officer/Case Manager

Adult Sex Offenders, Ontario Correctional Institute
MCSCS

- ❖ Managed a full caseload of incarcerated sexual offenders utilizing a wide range of cognitive behavioural therapeutic strategies.
- ❖ Mentorship program facilitator with interning students/practitioners.

Awards

2012 ACE Achievement Commitment Excellence Award, Partner Relations,
Mental Health and Addictions Service Collaboratives
Ministry of Health and Long Term Care

- 2007** Nominated for Amethyst Award “Keeping Persons with Mental Illness Out Of the Criminal Justice and Correctional Systems”
Ministry of Health and Long Term Care
- 2004** Public Sector Quality Fair, Bronze Award for: “The Success of the Regional Resource Referral Model”.
Ministry of Children and Youth Services
- 2003** Assistant Deputy Minister, Youth Justice Services for assistance and commitment with the implementation of the Youth Criminal Justice Act.
Ministry of Community Safety and Correctional Services

Teaching

2013 Spring Semester,
Crim 351: Institutional Culture,
School of Social and Community Services
Humber College, Lakeshore Campus

2009/10
Centennial College at the Toronto Jail
Instructor
Community and Justice Services in the School of Community and Health Studies

2000- 2006
Merge Counselling and Education Services
Senior Facilitator
Partner Assault Response Program (PAR).

1988 Northern Secondary
Drama Instructor

1985-87
George Brown College
Drama Department Faculty

1983-87
Centre for Actors Study in Toronto (CAST)
Drama Instructor

1980-82
York University
Undergrad/Instructor/Director

Education

1998 M.A. Criminology
University of Toronto

1996 Honours B.A. Criminology with distinction
University of Toronto

1980 Master of Fine Art
York University

Volunteer

2008 - President, Criminal Justice Association of Ontario

2006- Federal Justice Policy Review Committee Member

- ❖ OPS Ambassadors Program
- ❖ *OPS Advanced Facilitation*
- ❖ *Inaugural member of the OPS Facilitators' Network (2005)*
- ❖ Postsecondary Review – Hon. Bob Rae (2006)
- ❖ Strong Toronto-Strong Ontario- Mayor David Miller & Hon. John Gerretsen (2007)
- ❖ Office of the Fairness Commissioner- Hon. Jean Augustine (2010)

Jessica Spape

WORK EXPERIENCE

Part-Time Professor, Criminal Justice Program, Humber College

- ❖ Institutional Culture (2 sections) (classroom) – January-April 2014
- ❖ Addictions (1 section) (classroom) – January-April 2014
- ❖ Social Problems (1 section) (classroom) – March-April 2014

Part-Time Professor, Criminal Justice Program, Humber College

- ❖ Clinical Criminology (2 sections) (classroom) – September-December 2013

Offender Counsellor, Correctional Services of Canada (CSC)

- ❖ Joyceville Institution (Ontario) – September 2012-September 2013

Offender Counsellor, Correctional Services of Canada (CSC)

- ❖ Regional Treatment Center (Ontario) – October 2011-June 2012

Research Assistant, Center for Studies in Behavioural Neuroscience, Concordia University

Supervisor: Dr. James Pfaus

- ❖ Summer employment June-September annually, 2002-2008

EDUCATION

Master's of Science in Clinical Psychology

Queen's University, Kingston ON

2009-2011

Bachelor of Arts in Honours Psychology

Concordia University, Montreal QC

2006-2009

DEC in Liberal Arts

Dawson College, Montreal QC

2004-2006

High School Diploma

Royal Vale High School, Montreal QC

1999-2004



FURTHER TEACHING EXPERIENCE

Teaching Assistant, January-April 2011

- ❖ Brain and Behaviour
- ❖ Instructor: Dr. Richard Beninger
- ❖ Queen's University, Kingston, Ontario

Teaching Assistant, September-December 2010

- ❖ Statistics in Psychology
- ❖ Got highest TA rank based on student feedback
- ❖ Instructor: Dr. Ronald Holden
- ❖ Queen's University, Kingston, Ontario

Lectured on diagnosis and assessment for Abnormal Psychology class, September 2010

- ❖ Instructor: Dr. Meredith Chivers
- ❖ Queen's University, Kingston, Ontario

RESEARCH EXPERIENCE

Research Volunteer, May-August 2008

Concordia University

Supervisor: Dr. Michael Conway

Research Volunteer, June 2007-September 2008

Montreal Jewish General Hospital

Emergency Room Research Department

AWARDS

- ❖ R.S. McLaughlin Fellowship (\$10,000), 2010-2011
- ❖ Joseph-Armand Bombardier Master's Scholarship (SSHRC - \$17,500), 2009-2010
- ❖ Tri-Council Award (\$5,000), 2009-2010
- ❖ Graduated cum laude from Concordia University, 2009
- ❖ Academic Dean's List, Concordia University, 2006-2009
- ❖ Kraft Canada Scholarship for Academic Excellence (\$4,500), 2006-2009
- ❖ Honour Role, Dawson College, 2004-2006
- ❖ Valedictorian, Royal Vale High School, 2004

POSTER PRESENTATIONS

Spape J & Chivers M (2011, August). The role of prepotent sexual features in female non-specific sexual responding. Poster session presented at the International Academy for Sex Research Conference, Los Angeles, California.

Spape J, Bossio J & Chivers M (2011, August). Gender differences in observational stance as a predictor of genital and subjective sexual arousal. Poster session presented at the International Academy for Sex Research Conference, Los Angeles, California.

Spape J, Bossio J & Chivers M (2011, April). Gender difference in observational stance as a predictor of genital and subjective sexual arousal. Poster session presented at the Society for Sex Therapy and Research Conference, Palm Beach, Florida.

Spape J & Pfaus JG (2010, April). Comparing the perception of orgasm in young and middle-aged men. Poster session presented at the Society for Sex Therapy and Research Conference, Cambridge, Massachusetts.

Spape J & Pfaus JG (2009, April). Comparing the perception of orgasm in young and middle-aged men. Poster session presented at the Honours Psychology Poster Session, Montreal, Quebec.

Nafissa I, Spape J & Pfaus JG (2008, November). Context determines FOS activation in the brain by an odour paired with sexual reward in male rats. Poster session presented at the Society for Neuroscience Conference, Washington, DC.

PRESENTATIONS

Spape J & Looman J (2012, October). Does a hebephilic arousal pattern exist? Research presented at the Association for the Treatment of Sexual Abusers Conference, Denver, CO.

UNDER REVIEW

Spape J, Timmers A, Yoon S, Ponseti J & Chivers M. The role of prepotent sexual features in female non-specific sexual responding (under review).

Nunes K, Pettersen C, Hermann C, Looman J & Spape J. Does Change on the MOLEST and RAPE Scales Predict Recidivism Among High-Risk Sexual Offenders? (Accepted and being revised).

PUBLICATIONS

Bossio JA, Spape J, Lykins AD, & Chivers ML (2013). Observational Stance as a Predictor of Subjective and Genital Sexual Arousal in Men and Women. *The Journal of Sex Research*, online March 20th, 2013.

TRAINING AND CONFERENCES ATTENDED

Society for Sex Therapy and Research Conference, April 2010
Cambridge, Massachusetts

Canadian Sex Research Forum Conference, September 2010
Toronto, Ontario

The Fundamentals of Cognitive Behaviour Therapy, October 2010
Kingston, Ontario

Society for Sex Therapy and Research Conference, April 2011
Palm Beach, Florida

International Academy for Sex Research Conference, August 2011
Los Angeles, California

Correctional Service of Canada professional development trainings attended:

- ❖ Risk assessment of offenders (violent recidivism and sexual recidivism), January 2012. Presented by Dr. Jeremy Mills & Dr. Jan Looman.
- ❖ Assessment and treatment of suicidality, February 2012. Presented by Dr. Thomas Joiner.
- ❖ Positive Psychology, February 2012. Presented by Dr. Christopher Peterson.
- ❖ Functioning in aging adults, February 2012. Presented by Dr. Lindy Kilik.
- ❖ Graduate level assessment of offenders, February 2012. Presented by Dr. Ralph Serin.
- ❖ Malingering and related response styles, February 2012. Presented by Dr. Richard Rogers.
- ❖ Critical Incident Stress Management training, October 2012. Presented by John Bredin.

JOANNE ELIZABETH SPENCE

Academic Background

- Ongoing professional development at Humber College in topics such as ESL learners, Blackboard, SFQs ,classroom behavior management, human rights and diversity, copywriting issues.
- Program Development and Evaluation - Dellcrest, 1993
- The George Hull Family Therapy Training Program, 1991
- Master of Social Work, Wilfred Laurier University, 1986
- Bachelor of Social Development Studies, University of Waterloo, 1984

Professional Experience

2009-present **Humber College, Toronto, Ontario**

PROFESSOR

Major Responsibilities:

- Teach students Interpersonal skills, Group Work skills, Cross Cultural skills and Community Development in the Social Service Worker program
- Provide leadership to part time faculty on course delivery
- Participate in regular program and course reevaluation
- Participate in school advisory committee
- Provide orientation sessions to new student applicants
- Provide ongoing support to students through SOS program
- Member of Academic Council , fall 2012-present

Major Accomplishments

- Received innovation award for development of the SOS program for students, 2010
- Received faculty award for excellence in teaching , 2010
- Significantly redeveloped two courses
- Developed Addiction course for certificate in Addictions that will be offered fall 2011.
- Currently assisting in the development of Mental Health and Addictions Post Degree diploma

2004 to 2009

Humber College, Toronto, Ontario
FIELD PLACEMENT ,PART TIME SSW PROGRAM COORDINATOR, PROFESSOR

Major Responsibilities:

- Provide leadership in the planning and delivery of program in the part time evening program.
- Assess and review alternative learning strategies and opportunities for program expansion.
- Manage existing relationships with internal and external stakeholders .
- Hire and supervise part time faculty to deliver courses.
- Participate as a member of the Coordinator's meeting.
- Manage student and faculty concerns regarding field placement processes.
- Develop and nurture key relationships with not-for-profit agencies across the GTA.
- Oversee operational issues and logistics in field placement and the part time program.
- Partial Load Professor teaching in the SSW program.
- Advise students on academic and personal concerns that impact academic performance.
- Participate as an active member on the SSW faculty team .

Major Accomplishments;

- Successfully launched Part Time SSW program .
- Revamped field placement process to ensure accountability and responsiveness to faculty, the community and students.
- Increased field placement opportunities for program by 100%.
- Developed proficiency in teaching academic courses to college students.
- Created Supporting our Students(SOS) program to meet needs of students who struggle academically.
- Provided two year mentorship to a full time faculty member.

2000 to 2003

Family Services of Peel EAP, Mississauga , Ontario
WELLNESS AND TRAINING MANAGER

Major Responsibilities

- Promoted utilization of wellness training and EAP service to companies.



- Created marketing and program promotion materials to increase visibility of program .
- Maintained ,developed and partnered with key stakeholders to ensure that service needs were met.
- Conducted needs assessments of organizations to determine health initiatives and priorities.
- Facilitated all logistics for program roll out at provincial and national levels.

Major Accomplishments

- Conducted extensive needs assessment of the Region of Peel Department of Health.
- Created 25 wellness training modules that was distributed to FSAs across Canada.
- Increased utilization of training services by over 300% in three years.
- Created tracking systems and outcome measurements tools to determine program effectiveness.
- Enhanced presentation skills to audiences of all sizes and backgrounds.

2000-2001 **Etobicoke Brighter Futures Coalition, Toronto, Ontario**
COORDINATOR (1 year contract)

Major Responsibilities

- Responsible for ensuring effective operation and collaboration between partner member agencies in coalition.
- Fostered commitment from and between member agencies.
- Represented coalition at municipal and provincial meetings.
- Prepared reports and evaluations to member agencies, funding bodies and external partners.
- Responsible for chairing all coalition committee meetings.

Major Accomplishments

- Developed infrastructure systems to ensure accountability and outcome measurements were accurately monitored.
- Increased membership in the coalition by fostering new partner relationships in the community.
- Created a coalition procedure and policy manual.
- Successfully prepared and achieved funding proposals from external bodies.

- Responsible for the development , implementation and facilitation of provincial training conference and annual meeting.

1995 to 2000 **Corporate Health Consultants, Toronto, Ontario**
SUPERVISOR OF CLINICAL QUALITY (SCQ)

Major Responsibilities

- Responsible for the development, implementation and evaluation of a national quality assurance initiative.
- Involved in all phases of initial pilot project, including the evaluation, system development and interface with technology team.
- Coordinated interdepartmental involvement and buy in from key stakeholders
- Responsible for the supervision and management of over 300 counselors across the country.
- Responsible for the promotion of the project to prospective company clients at sales initiatives .

Major Accomplishments

- Developed and implemented National Quality Assurance Initiative which improved operations, quality of service and reduced costs.
- Responsible for completing evaluative research and preparing report upon completion of initial pilot research project.
- Increased understanding of the significance of stakeholder involvement in complex program initiatives.

1989 to 1995 **Breakaway Youth and Family Services, Etobicoke, Ontario**
CLINICAL DIRECTOR

Major Responsibilities

- Responsible for the quality and the content of the programs and services that were delivered by Breakaway staff.
- Interfaced with external agencies, task forces, and funding sources throughout the city of Toronto, and the Province of Ontario.
- Developed and presented training workshops on health promotion topics to professionals , school, parents, businesses and community groups.
- Responsible for clinical supervision of eight social workers.

- Managed the daily operations of the agency including quality assurance practices.
- Developed systems to track process and outcome measures.

Major Accomplishments

- Conducted needs assessments of agencies and services in Etobicoke to determine appropriate and responsive initiatives.
- Participated in development and implementation of strategic plan for agency.
- Developed and oversaw the partnerships and implementation of community based projects.
- Developed and implemented personnel evaluations procedures, and policy and procedure manual for the agency.
- Successfully assisted in the launching a new agency from start up to secured ongoing funding.
- Developed in-depth knowledge of issues and treatment of addictions in families and youth.

1987 to 1989 **Rapport Youth and Family Services, Mississauga, Ontario**
SOCIAL WORKER

Major Responsibilities

- Provided individual, marital and family therapy to youth and their families.
- Developed and facilitated group work activities for adolescents and their families.
- Fostered key relationships with schools in order to offer services within them.
- Participated in development of outreach services in Peel Region.

Major Accomplishments

- Created professional network for social workers offering group work services in the Peel Region.
- Implemented and ran two long-term group therapy programs for adolescents.
- Developed and monitored outcome measures of treatment groups for quality assurance and program development purposes.
- Presented a paper on compiled research at the Symposium for the Advancement of Social Work Within Groups, Baltimore, MD, 1988.

1986 to 1987 **Children's Aid Society of Metropolitan Toronto, Toronto, Ontario**
CHILDREN'S SERVICE WORKER

- Provided casework and child protection to families
- Developed, monitored, and revised treatment plans with clients, agency resources, and the community.

Additional Projects and Consultations

- Conducted a **Better Practices Review** of Canadian Cancer Society's one-to-one peer support programs over a 6 month period. The purpose of the better practices review process was to review current practices and provide recommendations to a working group about Best Practices Protocol for the programs. This involved conducting interviews with key stakeholders across the country and researching exemplary programs . The final report outlined key findings of the programs across the country including recommendations for Better Practices Protocol and organizational changes. (2003-2004)
- Coordinated 10 **province wide educational forums and one national conference for The Parenting Alliance** in 2002. This initiative involved identifying and securing ten locations across Ontario to host day long forums on the topic of early years parenting concerns. I demonstrated my tremendous organizational skills by working with key stakeholders across Ontario. I was skillful at orchestrating the collaborative efforts of multiple professionals and volunteers to offer their time and talents towards increasing the understanding of early parenting years.
- Hired by Bell Canada and Bell Nexxia to coordinate, implement and facilitate five corporate **employee wellness events for them**. They initially contacted me to coordinate and act as a project manager for their sales conferences. They recognized my presentation and facilitation skills and asked me to facilitate each of the events. It was a wonderful opportunity for me to further develop my coordination and event planning skills as I worked with key stakeholders from across the country on each of these projects. (2000-2002)

Community Commitments and Projects

- Board member, Parents for Children's Mental Health 2009-present
- Parent Volunteer at Our Lady of Sorrows School, 1996-2008
- Unit Coordinator for Scouts Canada, 2001-2005
- Girl Guides of Canada, Leader, 1997 – 2001
- Member of Donnybrook Park Rejuvenation Fund Raising Committee, 1997
- Member of Fund Raising Committee, Breakaway Youth and Family Services, 1997-1999
- Founding Board member of the Central Etobicoke Co-op Toy Library, 1992-1998
- Active member of the Lakeshore Parent Child Centre, 1992-1997
- Board member of Etobicoke Mental Health Services Agency, 1989-1991
- Volunteer trainer with the United Way of Peel, 1988-1991
- Completed 4 triathlons
- Canoeing, kayaking, Pilates and hiking enthusiast
- Expert computer and technical skills
- Superior English and rusty but comprehensible French language skills

Dr. Tania Stirpe

Education & Professional Qualifications

December 2005	Registered for Autonomous Practice to the College of Psychologists of Ontario (#4216) with areas of practice in Clinical and Forensic Psychology Registered for Practice in Nunavut (#045)
September 1997-- April 2003	OISE/University of Toronto, Ontario Counselling Psychology Ph.D. awarded
September 1995 -- January 1997	OISE/University of Toronto, Ontario Counselling Psychology M.Ed. awarded
September 1990 -- April 1994	Queen's University, Kingston, Ontario Psychology Ba.H. awarded

Professional Memberships

College of Psychologists of Ontario (CPO)
Canadian Psychological Association (CPA)

Work Experience

January 1997 -- present

Correctional Service of Canada (Parole)

Toronto, Ontario

Psychology Department

Position: Psychologist

- Risk/need assessments for federal offenders on Parole or Long-term Supervision orders in GTA, prepared for National Parole Board
- individual therapy, group therapy

- A/Clinical Director, National Sex Offender Maintenance Program (April 2009—March 2011)
- Clinical Director, National Methadone Maintenance Treatment Program (since January 2006)
- A/Chief Psychologist (from April 2009-March 2011)
- Clinical supervision of Master's and Doctoral level students and Psychologists on the Temporary Register of the College of Psychologists of Ontario
- Interdisciplinary team member for the High-Risk Sex Offender and Mentally-Disordered Sex Offender program at the Center for Addiction and Mental Health (CAMH)
- Research on sexual offenders, substance use disorders, recidivism and treatment outcome studies
- Provide expert testimony to the Court regarding the treatment and supervision of high risk offenders and declared an expert in forensic and clinical psychology in proceedings at the Superior Court of Ontario

January 2009-- present

Stirpe, Stones & Associates

Private Clinical & Forensic Practice

- Personality and DSM-IV multi-axial assessment and intervention
- Forensic evaluation for criminal and civil proceedings
- Forensic evaluation for Child Protection Services
- Assessment and intervention for trauma

January 2006-- May 2013

OISE/University of Toronto

Position: M.A./Ph.D. Practicum and
Internship Program Supervisor

September 2008-- April 2012

**Humber Institute of Technology and Advanced
Learning**

Bachelor of Applied Arts-- Criminal Justice

Position: Assistant Professor

- Courses taught: Addictive Behaviour, Mental Health Issues in the Criminal Justice System, Ethical Practice in the Criminal Justice System, Special Populations in the Criminal Justice System, Psychology of Criminal Conduct

November 2009-- present

St. Lawrence College, Kingston

Bachelor's Degree in Behavioural Psychology

Position: Academic Advisory Committee Member

February 1997-- June 1998

**HIV Social, Behavioural and Epidemiological
Studies Unit, University of Toronto, Ontario**

Position: Interviewer and Research Assistant

- Conducted interviews on HIV-risk related behaviour with adults recruited from the community

November 1997 -- December 1997

**HIV Social, Behavioural and Epidemiological
Studies Unit, University of Toronto, Ontario**

Position: Focus Group Moderator

- Moderated focus groups with adolescents recruited from the community on coercive sexual behaviour and its relationship to HIV

September 1996 -- January 1997

Correctional Service of Canada (Parole)

Toronto, Ontario

Psychology Department

Position: Psychology Assistant (Contract)

- Risk/need assessments for federal offenders on parole in GTA
- Individual and group therapy
- Co-facilitator, National Sex Offender Maintenance Program
- Co-facilitator, Methadone Maintenance Treatment Program
- Research assistant

September 1996 -- 2001

**Ontario Institute for Studies in Education (OISE),
University of Toronto, Ontario**

Position: Research Assistant

- Collection, analysis of data, presentation and paper preparation for the Sexual Assault Care Center (SACC) at Women's College Hospital.
- Analysis of data, presentation and paper preparation for study on childhood victimization experiences of sexual offenders

July 1996 – January 1997

**HIV Social, Behavioural and Epidemiological
Studies Unit, University of Toronto, Ontario**

Position: Interviewer and research assistant

- Conducted interviews on HIV-risk related behaviour with inmates serving sentences in provincial correctional facilities

September 1995 -- August 1996

**Correctional Service of Canada (Parole)
Toronto, Ontario**

Psychology Department

Position: Master's Intern, Research Assistant
(Contract)

- Co-facilitator, National Sex Offender Maintenance Program
- Responsible for study design examining program effectiveness and recidivism with sexual offenders

October 1994 -- December 1995

Addiction Research Foundation (ARF), Toronto, Ontario

Problem and Compulsive Gambling Project

Position: Research Associate, Trainer

- Wrote an extensive review of the literature used by the interministerial committee on problem gambling
- Analyzed data and co-authored a province-wide survey of gambling problems and opinions
- Co-authored The Inventory of Gambling Situations (IGS), worked on initial factor-analysis and reliability and validity testing.
- Conducted numerous training workshops for front-line addictions and corrections staff across the province
- Presented materials via teleconference and in person to Directors of youth and adult addictions' agencies
- Reported to print, radio, and television media on the results of the province-wide gambling survey

September 1993 -- December 1993

Addiction Research Foundation, Kingston, Ontario

Position: Research Assistant

- Conducted observational field research in a study examining drinking-related behaviours in a variety of licensed venues

May 1991 -- August 1991

Metropolitan Toronto Forensic Services (METFORS), Toronto, Ontario

Position: Volunteer Student

- Conducted literature reviews and entered data
- Participated in forensic evaluations of Fitness to Stand Trial and Criminal Responsibility

Publications and Presentations

Abracen, J., Looman, J., Di Fazio, R., Kelly, T., Stirpe, T. (2006) Patterns of attachment and alcohol abuse in sexual and violent non-sexual offenders. Journal of Sexual Aggression, 12(1), 19-30.

Abracen, J. Looman, J., Stirpe, T., and Picheca, J. (October, 2012) Does Psychiatric Disorder Predict Outcome Among High-Risk Sexual Offenders in a Community Setting? Paper presented at the 31st Annual Conference of the Association for the Treatment of Sexual Abusers, Denver, Colorado.

Ferris, J., Stirpe, T., & Ialomiteanu, A. (1996). Gambling in Ontario: A Report from a General Population Survey on Gambling-Related Problems and Opinions. ARF Research Document Series, No. 130. Addiction Research Foundation, Toronto.

Hoppenbrouwers, S., DeJesus, D., Stirpe, T., Fitzgerald, P, Voineskos, A., Schutter, D., and Daskalakis, Z. (2012) Inhibitory deficits in the dorsolateral prefrontal cortex in psychopathic offenders. Cortex, 30, 1-9.

Hoppenbrouwers SS, Nazeri A, de Jesus DR, Stirpe T, Felsky D, Schutter DJ, Daskalakis ZJ and Voineskos AN. (2013) White Matter Deficits in Psychopathic Offenders and Correlation with Factor Structure. PLOS ONE (In press).

Hoppenbrouwers, SS, Stirpe, T., de Jesus, D.R., Hughes, G., Schutter, D., and Daskalaskis, Z.J. (2012, October). Inhibitory deficits in the dorsolateral prefrontal cortex in psychopathic offenders. Poster presented at the 31st Annual Conference of the Association for the Treatment of Sexual Abusers, Denver, Colorado.

Hoppenbrouwers, Sylco S., Danilo R. De Jesus, Yinming Sun, Tania Stirpe, Dennis Hofman, Jeff McMaster, Ginny Hughes, Zafiris, J. Daskalakis & Dennis J.L.G. Schutter. (2013) Abnormal interhemispheric connectivity in male psychopathic offenders. *Journal of Psychiatry and Neuroscience*.

Littman-Sharp, N. & Stirpe, T. (1995) Research Report on Gender Differences in Gambling Relapse. The Wager: Harvard Weekly Addiction Gambling Educational Report.

Littman-Sharp, N. & Stirpe, T. (1997, June). The Inventory of Gambling Situations: An interim report on a risk assessment instrument. Paper presented at the 2nd Bi-Annual Ontario Conference on Problem and Compulsive Gambling, Toronto.

Millar, G., Stirpe, T., & Wilson, R. (2000). Correlates of responsivity in a community-based methadone program. Poster presented at the 108th Annual Convention of the American Psychological Association, Washington: DC.

Millar, G., Stirpe, T., & Wilson, R. (2000). Correlates of Responsivity in a Community-Based Methadone Program. Pharmacology, Biochemistry and Behaviour, 66(4), 908.

Picheca, J., Abracen, J., Looman, J., Di Fazio, R., Stirpe, T. & Langton, C. (2006, Sept.). Patterns of alcohol abuse in sexual offenders and non-sexual offenders attending methadone maintenance treatment. Paper presented at the Association for the Treatment of Sexual Abusers (ATSA) annual meeting, Chicago, Illinois.

Picheca, J.E., Stirpe, T. & Wilson, R.J. (2010, October). Collaborative, community-based sexual offender management: A decade in review. Paper presented at the 29th Annual Conference of the Association for the Treatment of Sexual Abusers, Phoenix, AZ.

Picheca, J.E., Wilson, R., Stirpe, T., Abracen, J., DiFazio, R., & Looman, J. (2008, October). Perpetrators of sexual violence within intimate relationships: Sexual offenders or male batterers? Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, CA.

Stermac, L. & Stirpe, T. (2002). Efficacy of a 2-year-old sexual assault nurse examiner program in a Canadian hospital. Journal of Emergency Nursing, 28(1), 18-23.

Stermac, L. & Stirpe, T. (1999). An investigation of the Sexual Assault Nurse Examiner (SANE) program in a metropolitan Toronto hospital. Paper presented at the Annual Conference of the Ontario Network of Sexual Assault Care and Treatment Centres, Ottawa.

Stewart, L., Wilson, R., Stirpe, T., & Barrett, M. (1997). Community risk management of sex offenders: Outcome of a program merging treatment and supervision. Paper presented at the 16th Annual Conference of the Association for the Treatment of Sexual Abusers, Virginia.

Stirpe, T. (2008). Invited Lecture. Attachment Styles in Sexual and Violent Offenders and its Relevance to Assessment, Treatment and Prevention. Mental Health Program Grand Rounds: North York General Hospital.

Stirpe, T. (2009). Invited Lecture. Insecure and Disorganized Attachment: Implications for Assessment and Intervention. Mental Health Program Grand Rounds: North York General Hospital.

Stirpe, T. (1995). Review of the Literature on Problem and Compulsive Gambling. Addiction Research Foundation Publication, Toronto.

Stirpe, T., Abracen, J., & Picheca, J. (2008). The adult attachment interview (AAI). In B. L. Cutler (Ed.), Encyclopedia of Psychology and Law, Volume 1, (pp.5-6). Thousand Oaks, CA: Sage Publications.

Stirpe, T., Abracen, J., Stermac, L., & Wilson, R. (2006). Sexual offenders' state-of-mind regarding childhood attachment: A controlled investigation. Sexual Abuse: A Journal of Research and Treatment, 18(3), 289-302.

Stirpe, T. & Littman-Sharp, N. (1996, September). The Inventory of Gambling Situations: A Preliminary Report on a Risk Assessment Instrument. Paper presented at the 10th National Conference on Gambling Behaviour, Chicago.

Stirpe, T., Picheca, J.E., & Abracen, J. (2007, October). The treatment and management of sexual offenders in a community setting: Challenges and strategies. Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, CA.

Stirpe, T., Picheca, J., & Abracen, J. (2008, October). Attachment styles in sexual offenders and its relevance to assessment and treatment. Paper presented at the 27th Annual Conference of the Association for the Treatment of Sexual Abusers, Atlanta, Georgia.

Stirpe, T., Picheca, J.E., Abracen, J., & Ferguson, M. (2007, October). Sex offenders' perception of a community-based collaborative treatment and case management model. Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, CA.

Stirpe, T. & Stermac, L. (April 2003). An exploration of childhood victimization and family-of-origin characteristics of sexual offenders against children. Journal of Offender Therapy and Comparative Criminology, 47(5), 542-555.

Stirpe, T. & Stermac, L. (2000, June). Childhood victimization and family-of-origin characteristics in adult sexual aggression. In L. Stermac (Chair), Risk factors for childhood adolescent and adult victimization and aggression. Symposium conducted at the Annual Convention of the Canadian Psychological Association, Ottawa, Canada.

Stirpe, T., Stermac, L., & Wilson, R. (1997). Goal attainment scaling with sexual offenders: A measure of clinical impact at post-treatment and at community follow-up and its relationship to outcome. Poster presented at the 16th Annual Conference of the Association for the Treatment of Sexual Abusers, Virginia.

Stirpe, T., Wilson, R., & Abracen, J. (November 2005). Patterns of Attachment in Sexual, Violent, and Non-Violent Offenders as Measured by the Adult Attachment Interview. Paper presented at the 24th Annual Conference of the Association for the Treatment of Sexual Abusers, Salt Lake City, Utah.

Stirpe, T., Wilson, R., & Long, C.A. (2001). Goal attainment scaling with sexual offenders: A measure of clinical impact at post-treatment and at community follow-up. Sexual Abuse: A Journal of Research and Treatment, 13(2), 65-77.

Wilson, R., Cortoni, F., Picheca, J., Stirpe, T. & Nunes, K. (2009). Community-Based Sexual Offender Maintenance Treatment Programming: An Evaluation. Research Report, R-188. Correctional Service of Canada: National Headquarters.

Wilson, R., Stewart, L., Stirpe, T., Barrett, M., & Cripps, J. (2000). Community-based sex offender management: Combining parole supervision and treatment to reduce recidivism. Canadian Journal of Criminology, 42(2), 177-188.

Wilson, R., Stirpe, T., Cripps-Picheca, J., Webber, J., & Briggs, S. (2000, February).
Treatment and supervision in community corrections: A collaborative approach. Open panel
discussion at the 53rd Annual Convention of the Ontario Psychological Association, Toronto, ON.

Sharonne Stone

A seasoned instructor/facilitator with 25 years' experience training, teaching and managing large and small projects from inception through to completion.

MAJOR ACCOMPLISHMENTS

- Developed and implemented course and curricula in Justice Studies (Community Building Practices, Criminology) at University of Guelph-Humber
- Implemented curricula in Bachelor of Applied Arts in Criminal Justice program (Comparative Corrections, Social Policy, Victims of Crime) at Humber Institute
- Developed and implemented curricula in Community and Justice Services Program (Community Building, Conflict Management, Counseling Skills, Interpersonal Skills) at Humber Institute
- Co-developed, coordinated and facilitated Bridges 2 Success program at Humber Institute
- Developed 35 placement opportunities in one month for BAA-CJ program
- Worked with police officers and managers to develop training modules and workshops on woman assault, sexual assault, child sexual abuse and child abuse in collaboration with the Ontario Police College (Aylmer) and C.O. Bick Police College (Brampton), resulting in documentary series televised by TVO
- Prepared and presented collaborative and independent cabinet and management board submissions (along with comprehensive briefing material and correspondence) within tight frames and length restraints
- Managed a \$10M budget with 20 organizations across Ontario and a staff of 10 including community consultants, police officer and administrative support
- Developed and managed consulting practice with annual billings in excess of \$250K. Developed a \$4M grant program for disbursement and utilization within one year timeframe
- Managed seven independent grant programs across Ontario
- Developed and provided just-in-time training and troubleshooting support to 500 staff
- Developed and implemented curricula and training materials to enhance employee skill utilization

EDUCATION

1990 **Master of Environmental Studies (MES)**

Breaking Silence: The Dynamics and Societal Implications of Child Sexual Abuse
York University, Faculty of Environmental Studies (Social and Organizational Environments)

1986 Bachelor of Arts (Honours)
Brock University, Department of Psychology
**Dean's Honour Roll*
**First student to receive 100% as final grade in Statistics*

1982 Bachelor of Science
Brock University, Departments of Mathematics and Computer Science

ADDITIONAL CERTIFICATES AND TRAINING

2000 Certificate in Human Resources Management (CHRM)
Human Resources Professionals Association of Ontario

Policy and Planning in Policing	Training and Development
Effective Presentation Skills	Consulting Skills
Problem-Solving and Decision Making	Policy Development and Strategic Planning
Effectiveness in Thinking and Writing	Effective Communication Skills
Crisis Management	Effective Negotiation Skills
Advanced Management Approaches	Time Management

AWARDS AND COMMUNITY RECOGNITION

1996 City of North York – African Canadian of Excellence Community Recognition Award

EMPLOYMENT CHRONOLOGY

2013 – Present

University of Guelph-Humber
Faculty Instructor

Bachelor of Applied Arts in Justice Studies – Community Building Practices, Criminology

- Plan & develop courses and course outline
- Plan, develop and deliver curricula using anti-oppression, adult education framework
- Structure curricula to engage visual, aural and kinesthetic learners
- Develop, implement and assess evaluation tools
- Mentor, guide and counsel students
- Utilize CourseLink as an effective instructional tool
- Submit grades on time

2011 – Present

Humber Institute of Technology & Advanced Learning



Bachelor of Applied Arts (Criminal Justice) Consent Renewal
Section 6: Core Faculty CVs

6-189

Faculty Instructor (partial load)

Bachelor of Applied Arts in Criminal Justice ('13-present) – Comparative Corrections, Victimology, Social Policy

Community and Justice Services Program ('11-present) – Conflict Management, Community Building Practices, Counseling Skills

- Plan, develop and deliver curricula, both independently and in collaboration with other professors, using anti-oppression, adult education framework
- Structure curricula to engage visual, aural and kinesthetic learners
- Develop, implement and assess evaluation tools
- Mentor, guide and counsel students
- Utilize Blackboard as an effective instructional tool
- Submit grades on time

Facilitator Coordinator (2013, part-time)

Bridges to Success

- Develop, coordinate and facilitate workshops in new program

Placement Source (2013, part-time)

BAA-CJ Program

- Build relationships with potential placement organizations
- Developed 35 placement relationships in one month

2009 – 2011

Illness Recovery

2000 - 2009

Silver & Associates

Senior Consultant, Employment Counselling and Human Resources

- Provide advertising, marketing, resume review, interviewing, and reference services through boutique downtown agency providing services to Fortune 500 clients
- Provide employment counselling and support to potential candidates on job search strategies, resume review and redevelopment, managing performance, engaging employers productively, post-termination re-employment
- Provide strategic planning, organizational and/or policy development, performance management consultative support to clients
- Place candidates with longest market guarantee and monitor placement performance
- Market services to build clientele

1999 - 2000

Heenan Blaikie LLP

Coordinator, Human Resources

- Managed employment relations activities, recruitment and selection, scheduling and various human resource related projects
- Conducted annual AON survey
- Managed projects within tight timeframes for lawyers

1997 - 1999

Smith Lyons LLP

Manager, Training & Development ('98-'99)

- Developed curricula and training materials for redevelopment of service center within law firm
- Conducted transitional training in groups and individually
- Provided “on-the-spot” training and problem resolution support to lawyers, law clerks, management and support staff
- Developed and implemented common issues and developed training approaches to address recurring problems
- Developed bi-weekly Lunch & Learn Health and Wellness Program using external resources within budget of \$2,000
- Prepared project proposals and managed training centre

Trainer ('97-'98)

- Developed and implemented program of “on-the-spot” training and problem resolution to 500 staff
- Developed solutions to computer related issues
- Documented and analyzed common issues and trends

1993 – 1996

S&S Research, Consulting and Education Services

Consultant Facilitator, Trainer to social service agencies

- Provided anti-racism, diversity and inclusivity training
- Conducted team-building and board development workshops
- Conducted organizational and service evaluations
- Provided strategic planning consultation
- Prepared grant proposals and RFPs on behalf of clients
- Developed human resource/personnel policy and manual development
- Provided workshops on increasing service effectiveness

1994 – 1995

George Brown College Assaulted Women and Children Counsellor Advocate Program

Sessional Professor (part-time), Counselling Victims of Sexual Violence

- Planned, developed and delivered curricula
- Developed, implemented and assessed evaluation processes

- Mentored, guided and counseled students

1986-1993

Ministry of the Solicitor General, Policy and Program Development Branch
Senior Manager – Sexual Assault Centre Program – Community Programs & Initiatives
(’88-’93)

- Managed 10 staff including police officer, community consultants and administrative staff
- Managed sexual assault center program (20 organizations across Ontario)
- Lead team to develop training program and materials on sexual violence with police officer, police forces and police colleges
- Cooperated with police in embezzlement investigation at high profile center
- Worked one-on-one with police officers to challenge entrenched mythology around sexual violence and violence against women
- Developed sexual assault center component of interministerial Cabinet Board/Management Submission resulting in increase in funding from \$1.8M to over \$10M
- Sat on Interministerial committee on Sexual Assault
- Prepared cabinet and management board submissions in conjunction with Interministerial Committee on Sexual Assault
- Provided developmental and consultative support to 10 organizations
- Provided community development support to develop 10 additional organizations
- Developed crisis management process for organizations experiencing difficulty
- Developed integrated diversity and French Language services programs
- Wrote, edited and approved briefing materials for Minister and Cabinet
- Conducted briefings for Cabinet, Ministers and Deputy Ministers
- Developed funding/grant proposal process including service monitoring & audit systems
- Developed funding/grant review process incorporating 3 different ministries
- Developed, implemented & monitored anti-recession developmental grant program to community organizations
- Initiated service & financial audits of organizations

Research Associate (’86-’88)

- Evaluated the pilot Victim Crisis and Referral Service (VCARS) program operating in 3 police forces ultimately resulting in expansion of VCARS program throughout Ontario
- Conducted research in support of policy development in the areas of:
 - Municipal policing
 - Community policing
 - Aboriginal policing
 - Drugs and gang violence
 - Spousal assault, sexual assault and child sexual abuse
 - Needs of victims of crime

1980 – 1982, 1983 – 1986

Brock University

Department of Psychology (’84-’86)

Teaching Assistant – Mandatory degree courses Research Methods (3rd year), Statistics (2nd year), Introduction to Psychology (1st year)

- Provided experimental design and statistical analysis advice to students

- Graded papers for experimental design and statistical analysis
- Statistics
- Conducted weekly instructional seminars on statistical methods and tests
- Graded midterm and final exams
- Introduction to Psychology
- Facilitated weekly seminars on various topics in psychology
- Graded midterm and final exams

Research Assistant, Sleep Research

- Provided research assistance to professor completing his PhD thesis through Cambridge University
- Analyzed EEG strips and recorded data
- Developed computer program for preliminary data analysis

Department of Mathematics ('83-'84, '80-'82)

Statistics Grader

- Marked 60-100 biweekly assignments, midterm & final exams within tight frames

VOLUNTEER AND MEMBERSHIP ACTIVITIES

St. Mildred's Lightbourn School, Oakville

Guest Lecturer (Phenomenal Black Women, Kwanzaa, Underground Railroad), 2003-2008
Organized Black Inventors Workshop for Grades 3-6 during Black History Month, 2006

Human Resources Professionals Association of Ontario (HRPAO)

Member, 1997-2003

Rubena Willis Counselling Center for Assaulted Women and Children (RWCC)

Co-Founder/Organizer – Remarkable Woman Awards, 1996-2000

Co-Founder, Chairperson, Program Coordinator, Counselor, Workshop Facilitator, Volunteer Trainer, Chair – Policy Committee, Chair – Strategic Planning Committee, Chair – Fundraising Committee, 1996-2001

Settlement & Integration Services Organization (SISO)

Board Member, Consultant, 1997

United Way of Burlington, Hamilton-Wentworth

Participant, Diversity Project, 1997

Juliet's Place

Board Member, Consultant, 1996

Women in Transition

Board Member, 1996-1997

AFTERMATH: For Families of Sexually Abused Children

Chair – Strategic Planning Committee, Chair – Personnel Committee, 1986-1990

Barbra Schlifer Commemorative Clinic



Volunteer, 1986

Nova House/Niagara Women in Crisis

Volunteer – Fundraising, 1983

CURRENT RESEARCH

Co-investigator (with Dr. Beverly-Jean Daniel). In progress. *The Bridge: Enhancing the Success of African, Black and Caribbean Students in Post-Secondary Institutions*. Humber Institute of Technology and Advanced Learning.

PUBLICATIONS

Stone, Sharonne. 2008. *The Quest for Opportunity and Advancement: 10 Tips to Build a Resume You Are Proud Of*. www.helium.com

Stone, Shara & Enyolu, Esther. 1999. *Creating Inclusive Spaces: Implementing an Integrated, Anti-Racist, Feminist Service Delivery System*. Toronto, ON: Ontario Association of Interval and Transition Houses.

Simms, Nancy, Stone, Shara, & Gaikhezheyongai, Sally. 1994. *Personnel Manual*. Toronto, ON: Opportunity for Advancement.

Stone, Shara, Blake, Milton, & Gaikhezheyongai, Sally. 1994. *The Program Review of the Emergency Night-Time Drop in Centre*. Hamilton, ON: Wesley Urban Ministries.

Stone, Shara. 1990. *Policy and Procedures Manual*. Toronto, ON: AFTERMATH: For Families of Sexually Abused Children.

Ogilvie, RD, McDonagh, DM, & Stone, SN. 1987. *Slow eye movements (SEMs) during sleep onset period (SOP)*. Sleep Research, 16, 221.

Stone, Sharonne. 1986. *Program Service Evaluation*. Niagara Falls, ON: Nova House/Niagara Women in Transition.

Stone, Sharonne. 1986. *The Evaluation of an Assertiveness and Relaxation Training Program*. Niagara Falls, ON: Greater Niagara General Hospital.

PUBLIC ADDRESSES

Keynote address. *Intersectional Approaches to Violence Against Women and Children*. National Day of Remembrance and Action on Violence Against Women. Humber Institute of Technology and Advanced Learning, December 2013.

Guest lecturer, *Phenomenal Black Women of Canada*. St. Mildred's Lightbourn School, February 2008.

Guest lecturer, *Phenomenal Canadian Black Women*. St. Mildred's Lightbourn School, February 2007.

Guest lecturer, *The Oakville Connection to the Underground Railroad*. St. Mildred's Lightbourn School, December 2007.

Guest lecturer, *Harriett Tubman & the Underground Railroad*. St. Mildred's Lightbourn School, December 2006.

Guest lecturer, *Celebrating Kwanzaa*. St. Mildred's Lightbourn School, December 2006.

Guest lecturer, *The Underground Railroad*. St. Mildred's Lightbourn School, December 2005.

Guest lecturer, *Celebrating Kwanzaa*. St. Mildred's Lightbourn School, December 2005.

Introductory Remarks, *Five Years of Hosting the Remarkable Women Awards*. The Remarkable Women Awards, Royal York Hotel, June 1998.

Guest Presenter, *Old Child Sexual Abuse Cases and the Courts*, Brock University, 1993.

Guest Presenter, *Child Sexual Abuse: Impact on Victims*. Brock University, 1992.

Guest Presenter, *Child Sexual Abuse: Hidden Victims*. Brock University, 1992.

Guest Presenter, *What is Child Sexual Abuse?* Brock University, 1991.

Panelist, *Experiences of Victims of Violence: Child Sexual Abuse*. C.O. Bick Police Academy, 1990 (made into TV documentary with TVO).

Keynote address, *Breaking Silence: What is Child Sexual Abuse?* Workshop for Clergy Members, 1989.

Doug Thomson

PROFILE

- Extensive teaching experience at the post-secondary level with over 18 years developing, delivering and administering Criminal Justice courses.
- Demonstrated commitment to excellence in the classroom, with consistent Student Assessment ratings of “Excellent”.
- Adept in promoting a learning-centered teaching approach in diverse, dynamic multi-cultural environments.
- Superior written and oral communication skills, with expertise in the presentation of conference papers, academic publications, and on-line courses.
- Team player with excellent interpersonal skills and mediation experience.

EDUCATION

- 2007 Doctorate of Philosophy, Sociology
University of Kwa-Zulu-Natal, South Africa
Dissertation: An Examination of Homicide Statistics in South Africa (1948-2003) using a Durkheimian Analysis of Anomie.
- 1994 Masters of Social Science
University of Natal, South Africa
Thesis: Murder in Natal, 1992-1993: A Sociological Analysis of Rates and Patterns.
- 1989 Honours Bachelor of Social Science
University of Natal, South Africa

EMPLOYMENT

- 2010-Present Lecturer, School of Social and Community Services, Humber College
Criminal Justice, Police Foundations Program
- 2006-10 Lecturer, University of Guelph-Humber,
Department of Justice Studies
- 2008/9 Guelph-Humber Students Association: Justice Studies Lecturer of the Year
- 2007-10 Lecturer, University of Toronto, Mississauga, Department of Sociology
Nominated for TVO: Best Lecturer Competition 2009
- 2007-08 Lecturer, Humber College, Leadership Enhancement Program
Lecturer, University of Guelph-Humber, B.A.A. Program
- 2006-08 Lecturer, University of Toronto, Department of Sociology



St. George Campus

- 2006-07 Lecturer, Ontario Institute of Technology Department of Criminology
- 2006 Assistant Professor, University of Toronto, Faculty of Information Studies
- 2001-2002 Lecturer, University of Kwa-Zulu Natal, School of Human and Social Studies, South Africa
- 1997-1999 Lecturer, Species College; Harare, Zimbabwe
- 1995-1997 Lecturer, Anglia Polytechnic University, UK
- 1990-1994 Lecturer, University of Kwa-Zulu Natal, School of Human and Social Studies, South Africa

PUBLICATIONS

- 2008 “Apartheid Law and Justice”
“Race and Justice in Zimbabwe.” Chapters in Schaefer R. (ed) The Encyclopedia of Race Ethnicity and Society, Sage
- 2008 “Controversies in Post-Apartheid South African Criminal Justice”. Chapter in Controversies in Criminal Justice, Greenwood Press.
- 2004 Crime and Deviance in South Africa: A Student text.
Oxford University Press, Cape Town, South Africa.
- 2004 “The Legacy of Apartheid: ‘Coloured’ Homicide in South Africa”.
S.A. *Crime Quarterly* No 7, March 2004 Institute of Security Studies, Pretoria, South Africa.

CONFERENCE PAPERS

Canada and USA

2012

John Jay College Biannual International Criminology Conference
Racial disparities in murder sentences in Apartheid South Africa

Humber Showcase Conference

You can send a student to college, but can you make them think? An introduction to mind-mapping

2011

Humber Showcase Conference
Quantum Rubber Bands and Million Dollar Ducks: Teaching critical thinking

2009
Teaching-Learning-Collaboration Conference, UTM
Student Surveys as Benchmarks

2008
Munk Centre, University of Toronto
Zimbabwe in crisis.

2007
Canadian Sociology Association Conference
South African Crime and Democracy: Progress or Crisis

University of Toronto Alumni Association
Comparative Studies on Violence in South Africa and Canada

2006
Homicide Research Working Group
a) *"Death by other violence" Homicide classification in Apartheid South Africa*
b) *South African Vigilante Homicide: Internalized violence, justified homicide.*

2005
Canadian Sociology and Anthropology Association Conference
Gukhurahudi: the forgotten genocide in Zimbabwe 1983-1987.

2005
Canadian Association of International Development Conference
AIDS and Homicide in South Africa.

2005
Guelph Sociology Conference, University of Guelph
Community Justice or Community Violence: South Africa and Criminal Justice.

2004
Race, Racism and Empire. The Local and the Global Conference York University
Race, Empire and Destruction. The case of Zimbabwe.

2002
Pacific Sociological Association, 73rd Annual Meeting
'We paid his bail so we could kill him' - The future of violence in South Africa.

OTHER ACADEMIC WORK

2010 World Bank

Research Consultant

2009 Oxford University Press, Canada
Academic publication reviewer

2008 Women and Violence (Sage Journal)
Academic reviewer

MARK TOTTEN

Education

Ph.D. (Sociology), Carleton University, 1996.

Concentration: Youth Gangs and Violence.

Dissertation examined how male gang members (Bloods, Cripps, Kings, Asian Brothers, Indian Posse) make sense of their physical and sexual violence, and how this behaviour can be analyzed as a social phenomenon. A multi-method research design (quantitative and qualitative methods) was employed with a purposive sample of 90 male youth aged 13 - 17 years. In-depth interviews explored recruitment, street gang hierarchy, exit strategies and forms of severe violence.

Nominated for a Carleton University Senate Medal, 1997.

Master of Social Work, Carleton University, 1986.

Concentration: Social Administration and Policy Analysis.

Bachelor of Arts (Honours), Queen's University, 1985.

Concentration: Social Behaviour (Sociology/Psychology), with First Class Honours.

Awards

Frederick Milton Thrasher Award for gang research and interventions, 2001.

Patricia Allen Memorial Fund Award for research into the causes and prevention of gang violence against women, 1997.

Publications

Books

"Nasty, Brutish and Short: The Lives of Gang Members in Canada." Toronto: James Lorimer and Company, March, 2012.

"Assessment Toolkit for Bullying, Harassment and Peer Relations at School." Manual prepared for the NCPC, Dep't. of Public Safety and Emergency Preparedness, Gov't. of Canada. Ottawa: Canadian Public Health Association, 2005 (with P. Quigley and M. Morgan).

"Guys, Gangs and Girlfriend Abuse", 2000. Peterborough: Broadview Press.

"When Children Kill: A Psycho-social Study of Youth Homicide", 2002 (with Katharine Kelly). Peterborough: Broadview Press.

"Mind Over Violence Everywhere", 2002. Manual prepared for the National Literacy Secretariat. Ottawa: Canadian Public Health Association (with P. Quigley).

Refereed Scholarly Publications

"Gays in the Gang." *Journal of Gang Research*, 19(2), Winter 2012.

"The Use of the Tear Drop Tattoo by Young Canadian Gang Members." *Journal of Gang Research*, 19(1), Fall 2011.

"Investigating the Linkages Between FASD, Gangs, Sexual Exploitation, and Woman Abuse in the Canadian Aboriginal Population: A Preliminary Study." *First Peoples Child and Family Review*, 5(2), 2010 (with the Native Women's Association of Canada).

"Aboriginal Youth and Violent Gang Involvement in Canada: Quality Prevention Strategies". *Institute for the Prevention of Crime Review*, March, 2009.

"The 'Community' as a Policy Instrument: Restorative Justice as a Community-based Response to Youth Crime." *Canadian Review of Social Policy*, 2006 (57).

Mentoring and crime prevention. *RCMP Gazette* 66(4), 2004: 30-31.

Restorative justice: Working with youth. *RCMP Gazette* 66(3), 2004: 11.

"Girlfriend Abuse As A Form of Masculinity Construction Among Violent, Marginal Male Youth." *Men and Masculinities*, 6(1), 2003.

"Legal, Ethical and Clinical Implications of Doing Field Research with Youth Gang Members who Engage in Serious Violence", *Journal of Gang Research* 8(4), Summer 2001.

"Monitoring Agency Effectiveness: The Use of Outcome Measures" (with Colleen Lundy), *Canadian Social Work Review*, 16(1), 1999.

"Youth on the Fault Line" (with Colleen Lundy), *The Social Worker*, 65(3), 1997.

Government Reports

"Final Evaluation Report for the Prince Albert Outreach Program Inc. Warrior Spirit Walking Gang Project" (Year 5). Gatineau, QC: Totten and Associates, 2012 (with S. Dunn).

“Final Evaluation Report for the North Central Community Association Regina Anti- Gang Services Project” (Year 5). Gatineau, QC: Totten and Associates, 2012 (with S. Dunn).

“Investigating the Linkages Between FASD, Gangs, Sexual Exploitation, and Woman Abuse in the Canadian Aboriginal Population: An Environmental Scan.” Native Women’s Association of Canada, 2011 (with Sharon Dunn).

“Evaluation of the RCMP/Zebra Child Protection Centre Drug Endangered Children Training Project.” Gatineau, QC: Totten and Associates, 2011.

“Final Evaluation Report for the Prince Albert Outreach Program Inc. Warrior Spirit Walking Gang Project.” Gatineau, QC: Totten and Associates, 2011 (with S. Dunn).

“Final Evaluation Report for the North Central Community Association Regina Anti- Gang Services Project”. Gatineau, QC: Totten and Associates, 2011 (with S. Dunn).

“Assessment of the RCMP Aboriginal Shield Program Performance Measurement Tools for Students, Teachers, Administrators, Facilitators and Parents”. Gatineau, QC: Totten and Associates.

“Second Annual Evaluation Report for the Prince Albert Outreach Program Inc. Warrior Spirit Walking Gang Project.” Gatineau, QC: Totten and Associates, 2010 (with S. Dunn).

“Second Annual Evaluation Report for the North Central Community Association Regina Anti-Gang Services Project”. Gatineau, QC: Totten and Associates, 2010 (with S. Dunn).

“Improving Access to Recreation for Vulnerable Citizens in Ottawa: Crime Prevention Ottawa Response to Parks and Recreation Master Plan Consultation.” Crime Prevention Ottawa, 2009.

“Annual Evaluation Report for the Prince Albert Outreach Program Inc. Warrior Spirit Walking Gang Project.” Gatineau, QC: Totten and Associates, 2009 (with S. Dunn).

“Annual Evaluation Report for the North Central Community Association Regina Anti- Gang Services Project”. Gatineau, QC: Totten and Associates, 2009 (with S. Dunn).

“Promising Practices for Addressing Youth Involvement in Gangs”, British Columbia Ministry of Public Safety and Solicitor General End Youth Gang Violence Strategy. Vancouver: BC Ministry of Public Safety and Solicitor General, 2008.

“Voices from the North: A Needs Assessment of Services for Children and Youth in the Yamal Nenets Region of Russia”. CIDA/ Association of Universities and Colleges of Canada NORDEP Program, 2008.

“The Health, Social and Economic Benefits of Increasing Access to Recreation for Low-Income Families.” Toronto: Ontario Task Group on Access to Recreation for Low- Income Families, 2007.

“A Health and Social Services Report on the English-speaking Population of the Outaouais Region. Gatineau: The Outaouais Health and Social Services Network for the English-speaking Population/Totten and Associates, 2006 (with D. Lanyi).

“The Cost of Excluding Ontario’s Youth from Play.” Toronto: Play Works Partnership of Ontario, 2005.

“Parent-child Perceptions of Bullying and Sexual Harassment: Implications for Policy and Program Development.” Ottawa: National Crime Prevention Centre and the Canadian Public Health Association, 2007 (with Perpetua Quigley).

“Making All Recreation Safe Literature and Best Practices Review.” Ottawa: Canadian Parks and Recreation Association, 2004.

“Community Toolkit for a Youth Restorative Justice Project.” Ottawa: YSB (with K. Kelly and T. Caputo), 2003.

“Youth in Conflict with the Law Community-University Research Alliance Project: Final Research Report to the Social Sciences and Humanities Research Council of Canada.” Ottawa: YSB, 2003 (with K. Kelly and T. Caputo).

“Instructions for Vertical Urination: A Young Men’s Guyde.” Special Edition of Tiny Giant Magazine, 63(1), The Student’s Commission, 2003 (contributor).

“Young Men’s Guyde Research Report.” Centre of Excellence for Youth Engagement, Health Canada, 2003.

“Reducing Youth Homelessness in Ottawa: Needs Survey and Action Plan”. Ottawa: City of Ottawa, 2002 (with J. Perley).

“Arts and Cultural Programming for Youth Facing Exclusion from the Labour Market.” Ottawa: Human Resources Development Canada, 2002.

“Bullying, School Exclusion and Literacy.” Discussion paper prepared for National Literacy Secretariat, Human Resources Development Canada. Ottawa: Canadian Public Health Association, 2003 (with P. Quigley).

“The Special Needs of Females in Canada’s Youth Justice System: An Account of Some Young Women’s Views”, 2002. Ottawa: Department of Justice Canada.

“Maltreated Kids, Violent Adolescents: Is There a Link?”, Health Canada, 2002.

“The YSB Community Reintegration Project: Final Report”, Dep’t. Justice Canada, 2001.

“Youth and Violence - Fact Sheet”, 1998. Ottawa: National Clearinghouse on Family Violence, Family Violence Prevention Division, Health Canada.

“Alternatives to Violence: A Therapeutic Group Manual for Male Youth Who Are Abusive Against Females” (with L. Manton and D. Baker), 1995. Ottawa: YSB.

“The Guy Next Door” (with L. Manton, D. Baker, and Winter Films), 1995. Ottawa: Winter Films/YSB. This is an 18 minute video on male youth violence against mothers, sisters and girlfriends, produced for Health Canada and Department of Justice Canada.

“The YSB Alternatives to Violence Project: Final Report.” Ottawa: Departments of Health and Justice Canada, 1995.

Youth Services Bureau Research Reports

“Counselling Guidelines for Addressing Anger and Violence Issues with High-Risk Youth,” 2007.

“YSB William Haye Program for Serious and Violent Offenders,” 2007. “Evidence-Based Services for Youth with Developmental Disabilities”, 2007. “Intervening Effectively with Youth Gang Members,” 2006.

“Youth Crime Prevention in Ottawa: What Works and What Doesn’t,” 2006. “Evidence-based Community Interventions in Adolescent Mental Health”, 2004. “Gender Responsive Youth Justice Services and the Need for Female Staff”, 2004.

“Understanding Serious Youth Violence” (with Paul Reed), 2002.

“Linking YSB Research on Serious Youth Violence and Homicide to Programming”, 2001.

“YSB 1999 Gay, Lesbian, Bisexual, Transgender, and Questioning Youth Needs Assessment”, 2000.

“YSB May 1999 Youth Survey: Summary of Findings”, 2000.

“YSB November 1997 Youth Survey: Summary of Findings”, 1998.

Expert Witness Reports on Gangs and Criminal Subculture

“The Use of the Tear Drop Tattoo by Young Canadian Gang Members.” Report Prepared for Julie Battersby, Assistant Crown Attorney, Ontario Ministry of the Attorney General, Toronto Region, December, 2010.

“Young Adults in Canadian Street Gangs: report prepared for R. v. Abbey”, December 12, 2006.

“Street Gang Research Methodology and Implications for R. v. Abbey: Report prepared for the Honourable Justice Archibald”, December 27, 2006.

“Expert Witness Report on R. v. Osae”. Report Prepared for H. Pringle, March 8, 2010.

“Expert Witness Report on R. v. Downey”. Report prepared for M. Friedberg, Caramanna Friedberg, August 17, 2011.

“Expert Witness Report on Jason Walters et al. and Her Majesty the Queen”. Report prepared for Pace Law Firm, September 15, 2011.

Book Chapters

“An Overview of Gang-involved Youth in Canada.” In J. Winterdyk and R. Smandych (Eds). *Youth at Risk and Youth Justice: A Canadian Overview*. Oxford, 2012.

“Preventing Aboriginal Youth Gang Involvement in Canada: A Gendered Approach.” In J. White and J. Bruhn (Eds.), *Aboriginal Policy Research: Exploring the Urban Landscape, Volume VIII*. Toronto: Thompson Educational Publishing, 2010

“Conducting Field Research with Young Offenders Convicted of Murder and Manslaughter: Gaining Access, Risks, and ‘Truth Status’.” In D. Pawluch, W. Shaffir and C. Miall (Eds.), *Studying Social Life: Substance and Method*, CSPI/Women’s Press, 2005.

In Press

“In Their Own Words: The Voices of Canadian Gang Members.” Manuscript due Fall 2013 (James Lorimer and Company).

Ottawa Citizen Newspaper Freelance Articles

“Women are not as violent as men”, July 23, 1999.

“How to detect youths inclined to violence”, May 12, 1999.

“Dispelling myths about youth violence”, Feb. 10, 1999. “Youth suicides: we’re accountable”, Dec. 26, 1998.

“Risk of youth violence sensationalized”, April 28, 1997.

Research, Evaluation & Educational Projects

February 2013 Blueberry River First Nation: **B.C. Dept. Justice and TransCanada Pipelines:** \$96,000 for domestic violence intervention project.

February 2012 **Blueberry River First Nation:** B.C. Dept. Justice: \$100,000 for gang prevention project.

January 2012 **Halfway River First Nation:** Therapeutic interventions related to reduction of violence.

January 2012 **Garden Hill First Nations/RCMP/Justice Manitoba:** \$9,000 for training and intervention regarding reduction of violence in Garden Hill community.

September 2011 **Blueberry First Nation:** \$42,000 for six-month project on ending cycles of violence - needs assessment, therapeutic and educational services.

September 2011 **Saskatchewan Ministry of Corrections, Public Safety and Policing:** \$34,000 for one year outcome evaluation of the Regina Anti-Gang Services Project.

September 2011 **Prince Albert Outreach Program Inc.:** \$32,000 for one year outcome and process evaluation of the Warrior Spirit Walking Gang Project.

April 2011 **Halfway and Blueberry First Nations:** \$7,500 for follow-up training and intervention regarding reduction of violence strategy.

December 2010 **National Crime Prevention Centre and Urban Aboriginal Strategy:** \$15,000 for evaluation of the NCCA Regina Anti-Gang Services Circle Keeper Project.

October 2010 **RCMP Drug and Organized Crime Awareness Service:** \$12,500 for an assessment of the RCMP Aboriginal Shield Program performance measurement tools.

September 2010 **RCMP and Zebra Child Protection Centre:** \$20,000 for evaluation of the Drug Endangered Children Training Project.

December 2010 **Native Women’s Association of Canada:** \$22,400 for environmental scan and authoring paper “Investigating the Linkages Between FASD, Gangs, Sexual Exploitation, and Woman Abuse in the Canadian Aboriginal Population: An Environmental Scan”

November 2010 **Fort St. John RCMP Breaking the Cycle of Violence Project:** \$7,500 for training and intervention regarding reduction of violence in Fort St. John and surrounding Aboriginal communities.

May 2009 **Native Women's Association of Canada**: \$12,500 for authoring paper "Investigating the Linkages Between FASD, Gangs, Sexual Exploitation, and Woman Abuse in the Canadian Aboriginal Population: A Preliminary Study" and working with NWAC to develop a national plan to address these issues.

May 2009 **Crime Prevention Ottawa**: \$7,500 for authoring paper "Improving Access to Recreation for Vulnerable Citizens in Ottawa: Crime Prevention Ottawa Response to Parks and Recreation Master Plan Consultation."

December 2008 **Native Women's Association of Canada**: \$10,500 for authoring paper "Preventing Aboriginal Youth Gang Involvement in Canada: A Gendered Approach" and paper presentation at Aboriginal Policy Research Conference, Ottawa, March 2009.

September 2008 **Institute for the Prevention of Crime - University of Ottawa**: \$5,000 for authoring paper "Aboriginal Youth and Violent Gang Involvement in Canada: Quality Prevention Strategies" and presentation to National Working Group on Crime Prevention Roundtable, Ottawa, October 2, 2008.

January 2008 **National Crime Prevention Centre – North Central Community Association**: \$250,000 for four-year evaluation of the Regina Anti-Gang Service.

September 2007 **National Crime Prevention Centre – Youth Alliance Against Gang Violence Project, Prince Albert Outreach Program Inc**: \$235,000 for four-year evaluation of youth gang intervention project.

August 2007 **CIDA/Association of Universities and Colleges of Canada Canada - Russia Northern Development Partnership Program (NORDEP)**: \$110,000 for 'Youth Social Network Project' (with Carleton University School of Social Work).

July 2007 **Ontario Access to Recreation for Low-Income Families Project**: \$5,000 for research report 'The Health, Social and Economic Benefits of Increasing Access to Recreation for Low-Income Children and Youth.'

April 2007 **Quinte Coordinating Committee to End Violence Against Children and Youth**: \$5,000 for report 'Using an Integrated System of Care Model to Serve Complex - Need Children, Youth and Families Who Experience Violence in Quinte/Hastings'.

March 2007 **BC Ministry of Public Safety and Solicitor General End Youth Gang Violence Strategy**: \$10,000 for research report 'Promising Practices for Addressing Youth Involvement in Gangs.'

September 2004 **PlayWorks Partnership Ontario**: \$15,000 for Literature Review and Evidence-based Practices Report 'The Cost of Excluding Ontario's Youth from Play.'

September 2003 **Canadian Parks and Recreation Association**: \$14,000 for Literature Review and Evidence-based Practices Report.

March 2002 **Canadian Centre of Excellence for Youth Engagement**: \$10,000 for research consulting services on 'Young Men's Guyde' Project.

January 2002 **National Crime Prevention Centre** (with Canadian Public Health Association): \$150,000 for National Anti-Bullying Evaluation Project.

June 2001 **Human Resources Development Canada, Literacy Secretariat** (with Canadian Public Health Association): \$150,000 for Youth Literacy and Violence Prevention Project.

January 2001 **SSHRC** (with Carleton University and YSB): \$10,000 for organizing and hosting national restorative justice and youth conference.

December 2000 **Dept. of Justice Canada** (with YSB): \$25,000 for National Youth Homicide Study.

January 2000 **SSHRC Community- University Research Alliance** (with YSB and Carleton University): \$600,000 for Restorative Justice Project using the Wraparound Process and Family Group Conferencing with low-income, high risk young offenders at pre and post-charge stages in Ottawa.

January 2000 **Dept. of Justice Canada** (with YSB): \$150,000 for Community Reintegration Project to support the reintegration of the most high-risk young offenders from custody into Ottawa communities.

1999 **Ontario Trillium Foundation** (with YSB and Big Brothers/Sisters): \$212,000 over 32 months for Mentoring InSchool Project.

1999 **Regional Municipality of Ottawa-Carleton** (with YSB and Big Brothers/Sisters): \$35,000/year for Mentoring InSchool project.

1999 **SSHRC – CURA** Letter of Intent (with YSB, Carleton University, Child Welfare League of Canada): \$5,000 for CURA proposal.

1999 **Dept. Justice Canada** (with Child Welfare League of Canada, Canadian Association of Elizabeth Fry Societies, YSB, National Youth in Care Network): \$25,000 for national qualitative study on special needs of violent female young offenders.

1998 **Ontario Trillium Foundation/United Way** (with YSB/Big Brothers/Sisters): \$55,000 over 12 months for development and evaluation of Mentoring InSchool Project.

1996 **Ontario Trillium Foundation** (with YSB and Carleton University): \$56,000 over 12 months for Participatory Action Research Project on Drop-In for street youth.

1996 **United Way/Regional Municipality of Ottawa-Carleton** (with YSB and Operation Go Home): \$12,000 over 12 months for development and evaluation of Youth Prostitution Outreach Project.

1994 **Health Canada and Dept. Justice, Family Violence Prevention Division** (with YSB): \$120,000 over 12 months for evaluation of therapeutic group intervention, video production, and publication of group program manual on male youth violence against females.

Employment

President, Totten and Associates

February 1997 - Present

Consulting company with the mission of “doing social justice science that makes a real difference in the lives of complex need people and their communities.” Services include research, program evaluation, keynote addresses, training and education, expert witness testimony, and individual/family/couple therapy.

Clients on projects related to gangs, organized crime, and crime prevention include:

- Provinces of British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, and Quebec;
- Thompson Anti-Gang Strategy (Thompson, Manitoba)
- National Crime Prevention Centre (Public Safety Canada);
- Prince Albert Outreach Program Inc. (Saskatchewan);
- North Central Community Association (Regina);
- Indian and Northern Affairs Canada Urban Aboriginal Strategy
- Abbotsford Police Department;
- Dryden Police Department;
- Ontario Provincial Police;
- Royal Canadian Mounted Police;
- Ge-Da-Gi-Binez Youth Centre (Fort Frances, Ontario);
- National Judicial Institute;
- Canadian Women’s Association;
- Williams Lake and Anahim Lake Communities That Care Project (B. C.);
- Crime Prevention Ottawa.

Clients on projects related to family violence, sexual exploitation, trafficking, and FASD include:

- Native Women’s Association of Canada;
- B.C. Office to Combat Trafficking in Persons;
- Canadian Centre for Child Protection
- Blueberry River First Nation;
- Halfway River First Nation;
- Doig River First Nation;
- Garden Hill First Nation;
- Carrier Sekani Family Services (Prince George, B.C.);
- Battlefords Victim Services;

- Manitoulin Northshore Victim Services (Manitoulin Island, Ontario);
- Victim Services of Nipissing District (Ontario);
- RCMP Fort St. John Detachment;
- RCMP Garden Hill Detachment;
- RCMP Drugs and Organized Crime Awareness Service;
- Quinte Coordinating Committee to End Violence Against Children and Youth (Belleville, Ontario)

Clients on projects related to gender-responsive youth justice services include:

- Province of Ontario;
- Ge-Da-Gi-Binez Youth Centre (Fort Frances, Ontario);
- Operation Springboard (Ontario);
- Northern Youth Services (Northern Ontario);
- Thunder Bay Youth Centre (Northern Ontario);
- Youth Services Bureau (Ottawa);
- Creighton Youth Services (Northern Ontario).

Clients on gang culture/homicide expert witness testimony include:

- Crown Attorney Toronto Region, Ontario Ministry of the Attorney General;
- Pace Law Firm, Toronto;
- Steven Fishbayn, Toronto;
- Heather Pringle, Toronto.

Consultant

Health and Social Services Department, Blueberry River First Nations

September 2011 – March 31, 2013

Counselling, community development, program development and program management services to First Nations community in northern British Columbia.

Evaluator

Regina Anti-Gang Services Project, North Central Community Assoc.

December 2007 – March 2012

Lead Evaluator of five-year Aboriginal youth gang intervention and prevention project in Regina, Saskatchewan, funded by the National Crime Prevention Centre.

Evaluator

Youth Alliance Against Gang Violence Project, PAOPI Inc.

September 2007 – March 2012

Lead Evaluator of five-year Aboriginal youth gang intervention and prevention project in Prince Albert, Saskatchewan, funded by the National Crime Prevention Centre.

Director of Research, Youth Services Bureau

September 1999 – December 2007

Responsibilities included managing research and evaluation services in all programs: preparing funding proposals, reports, and articles for publication; integrating new research findings on best practices into interventions; overseeing all external research projects; delivering training workshops and keynotes at conferences; and acting as spokesperson with the media.

**Ontario Ministry of Community and Correctional Services/Children and Youth
Services Gang and Youth Justice Trainer
September 2005 – 2010**

**Principal Researcher, Anti-bullying Program Evaluation and Best
Practices Project, Canadian Public Health Association
July 2003 – November 2005**

As collaborator in the National Crime Prevention Centre's Canadian Anti-bullying Strategy, led research team in the design and implementation of a standardized evaluation framework for school-based programs and develop criteria for best practices.

**Researcher, Making All Recreation Safe Initiative, Canadian Parks and
Recreation Assoc.
September 2003 – February 2004**

Led evidence-based practices review of programs designed to reduce harassment and abuse in Canadian recreation settings. Published *Making All Recreation Safe from Harassment and Abuse (MARS)* research report.

**Director, Social Sciences and Humanities Research Council of Canada
Community – University Research Project
January 2000 – May 2003**

Led, in partnership with Carleton University Department of Sociology, a Restorative Justice Project using the Wraparound Process and Family Group Conferencing with high risk young offenders at pre and post-charge stages in Ottawa social housing projects.

**Principal Researcher, Youth Literacy and Violence Prevention Project, Canadian Public
Health Association
June 2001 – June 2002**

Directed a national participatory research project sponsored by the Canadian Public Health Association. Deliverables included facilitating focus groups across the country with out-of-school youth who have experienced violence, surveying literacy practitioners, developing a set of non-traditional learning activities for educators, and writing a research report for HRDC Literacy Secretariat.

**Director, Community Reintegration Project, YSB
Jan. 2000 – April 2001**

Developed and led \$150,000 Department of Justice Canada demonstration project

evaluating the use of Wraparound services to support the reintegration of the highest risk young offenders from custody into the community.

Co-investigator, National Youth Homicide Study, YSB/Carleton University

December 1999 – January 2002

Along with K. Kelly, developed methodology, interview guide, and gained access to sample of young offenders convicted of murder and manslaughter. Conducted audio-taped, in-depth interviews with offenders, using a life history approach. Developed framework for data analysis and inductive “pathways” theoretical model. Published book, delivered papers at conferences, and prepared articles for journal submission.

**Principal Researcher, Young Women and the Y.O.A. Project
February – July, 1999**

Funded by the Department of Justice Canada, worked with the Child Welfare League of Canada, the National Youth in Care Network, and the Canadian Association of Elizabeth Fry Societies to design and conduct a qualitative project investigating the special needs of violent female young offenders.

**Director, Ottawa Services, YSB
May 1995 – September 1999**

Responsibilities included: managing the development and delivery of community-based services in Central Ottawa and Rideau/Osgoode Townships, including both human and fiscal resources (\$600,000 annual budget); managing research and outcome measures services in all YSB programs, including preparing funding proposals, reports, and articles for publication; acting as YSB spokesperson with the media.

**Researcher, Child and Family Services Act Restructuring Project Team
December 1996 – May 1997 (Seconded three days/week)**

As a member of the Project Team, duties included supporting and facilitating the restructuring of approximately \$60 million in Ontario Ministry of Community and Social Services funding for children, youth and family programs in Ottawa-Carleton.

**Sessional Lecturer, Carleton University School of Social Work
May - December, 1997**

Courses taught included Child Welfare, Child Protection and the State (SW52.573SI) and Working with Children and Youth (SW52.221).

**Director of Service Delivery, YSB
February 1993 - April 1995**

Responsible for supporting the effective delivery of all YSB services, evaluation of service quality, monitoring clinical work undertaken by all staff and supervisory work of all managers, and staff training. Director of Ottawa Unit, Male Violence Program, and Abol Ziai Substance Abuse Treatment Residence.

Supervisor, YSB

January 1990 - January 1993

Responsible for ensuring quality of clinical practice and service delivery, and management of human and material resources in Youth Employment Services, Community Programs, and Residential Programs.

Co-ordinator, Futures Residential Component, YSB

October 1988 - January 1990

Responsible for managing the administrative and clinical operation of a six bed, co-educational, semi-independent living unit. The objective of this program was to provide life skills training and counselling for youth enrolled in employment programs, thereby facilitating community integration.

Protection Social Worker, Children's Aid Society of Ottawa-Carleton

December 1986 - September 1988

Responsible for integrated caseload of Francophone and Anglophone families and children in care, working out of the Pinecrest-Queensway Community Services Centre.

Lecturer, School of Continuing Education, Business Section

Algonquin College, Ottawa

Winter Semester, 1987

Course Title: The Social Psychology of Work.

Teaching Assistant, Carleton University

September - December 1986

Duties included leading weekly discussion groups, consulting with students on readings and papers, and preparing materials for seminars for the graduate course "History and Philosophy of Social Welfare".

Research Assistant, Carleton University

September 1985 - August 1986

Conducted research on the implications of the Macdonald Commission proposals for Canadian social policy.

Assistant Park Warden, St. Lawrence Islands National Park

Summers 1984 and 1985

Officer of the Peace, with main duties being law enforcement and public relations.

Program Co-ordinator, Big Brothers Association, Kingston

Summer 1983

Co-ordinated a daily program for forty fatherless boys, aged 6 - 15 years. Supervised three staff.

Program Co-ordinator, Bellevue and Alexander Community Centres

1980 - 1982



Co-ordinated Family, Teen and Children's Programs in low-income areas. Supervised six staff and volunteers.

Invited Addresses

Keynote Speaker, Thompson Youth Conference, Thompson, MB, February 9, 2013.

Keynote Speaker, two-day Dryden Anti-Gang Strategy Conference, Dryden, ON, November 1 - 2, 2012.

Instructor, Aboriginal Gang Prevention and Diversion Strategies course, *Canadian Police College Professional Development Centre for Aboriginal Policing*, Saskatoon, SK, September 26 - 27, 2012.

Keynote Speaker, *Canadian Centre for Child Protection Missing and Exploited Children Conference*, Winnipeg MB, May 15, 2012.

Instructor, Aboriginal Gang Prevention and Diversion Strategies course, *Canadian Police College Professional Development Centre for Aboriginal Policing*, Regina, SK, May 8 – 9, 2012.

Keynote Speaker, *Ontario Provincial Police Forum on Aboriginal Gangs*, Orillia, ON, February 15, 2012.

Keynote Speaker, three-day Thompson Anti-Gang Strategy Conference, Thompson, MB, January 30 – February 1, 2012.

Trainer, *Four-day Breaking the Cycle of Violence Workshop for Garden Hill First Nation*, Garden Hill, MB., January 24 – 27, 2012.

Trainer, *One-day Breaking the Cycle of Violence Workshop for Garden Hill RCMP Detachment and Manitoba Justice*, Garden Hill, MB, January 23, 2012.

Instructor, Aboriginal Gang Prevention and Diversion Strategies course, *Canadian Police College Professional Development Centre for Aboriginal Policing*, Edmonton, AB, November 15 – 16, 2011.

Keynote Speaker, *Ontario Provincial Police Forum on Gangs*, Thunder Bay, ON, November 1, 2011.

Trainer, Working with Youth who have Engaged in Severe Violence, two-day workshop for Sault St. Marie Probation Office and other justice professionals, Sault St. Marie, ON, October 25 – 26, 2011.

Trainer, *Five-day Breaking the Cycle of Violence Workshop for Blueberry First Nation*, B.C., September 26 – October 1, 2011.

Keynote Speaker, *St. Boniface Gang Conference*, Winnipeg, MB, September 7 – 8, 2011.

Instructor, *Aboriginal Gang Prevention and Diversion Strategies course, Canadian Police College Professional Development Centre for Aboriginal Policing*, Chilliwack, B.C., June 7 – 8, 2011.

Trainer, *One-day Gang Prevention and Intervention Workshop for Abbotsford Police Department*, Abbotsford, B.C., May 26, 2011.

Trainer, *Three-day Breaking the Cycle of Violence follow-up Workshop for Blueberry First Nation*, Fort St. John, B.C., April 27 - 29, 2011.

Trainer, *Two-day Breaking the Cycle of Violence follow-up Workshop for Halfway First Nation*, Fort St. John, B.C., April 25 – 26, 2011.

Keynote Speaker, *Saskatchewan Ministry of Corrections, Public Safety and Policing Community Connections Forum*, Dundurn, SK., April 14, 2011.

Keynote Speaker, *One Day Workshop for Battlefords Victim Services Partnering in Hope Conference*, North Battlefords, SK., April 12, 2011.

Expert Witness Testimony *R. v. Abbey*, Ministry of the Attorney General, Toronto Region, Toronto, March 8 – 11, 2011.

Keynote Speaker, *B.C. Expert Consultation on the Prevention of Human Trafficking*, B. C. Office to Combat Trafficking in Persons, Ministry of Public Safety and Solicitor General, Vancouver, B.C., March 4, 2011.

Keynote Speaker, *British Columbia Ministry of Public Safety and Solicitor General, Crime Prevention, Victim Services and Crime Prevention Division Youth Gang Workshop* Victoria, B.C., February 16, 2011.

Trainer, “Quality Intervention and Prevention Approaches for Working with Gang-Involved Youth”. *Two-day workshop for Ge-Da-Gi-Binez Youth Centre staff*, Fort Frances, ON, January 27 – 28, 2011.

Instructor, *Aboriginal Gang Prevention and Diversion Strategies course, Canadian Police College Professional Development Centre for Aboriginal Policing*, Regina, SK, December 7 – 8, 2010.

Trainer, *Four-day Breaking the Cycle of Violence Workshop for Halfway, Blueberry, and Doig First Nation communities* Fort. St. John, B.C, November 23 – 26, 2010.

Trainer, *One-day Breaking the Cycle of Violence workshop for Fort St. John RCMP*, Fort St. John B.C., November 22, 2010.

Keynote Speaker, *Prince George Gang Conference*, Prince George, B.C., Nov. 1, 2010.

Keynote Speaker, Victim Services of Nipissing District Gang Conference, North Bay, ON, September 9, 2010.

Keynote Speaker, Western Canada Gang Conference, Regina, SK, September 24, 2010.

Grief and Loss: Quality Approaches for Working with Youth, **One-day workshop for Prince Albert Outreach Program Inc. staff team**, Prince Albert, SK, June 24, 2010.

Keynote Speaker, Williams Lake and Anahim Lake Communities That Care Project Planning Days, Williams Lake, B.C., May 13 – 14, 2010.

Panel Presentation, Canadian Association of Elizabeth Fry Societies Help Make Canada a Better Place for Women Conference, Parliament Hill, Ottawa, May 3, 2010.

Keynote Speaker, Manitoulin Island Northshore Victim Services Every Victim Matters Conference, Manitoulin Island, ON, April 21, 2010.

Instructor, Aboriginal Gang Prevention and Diversion Strategies course, *Canadian Police College Professional Development Centre for Aboriginal Policing*, Edmonton, AB, April 8 – 9, 2010.

Keynote Speaker, Native Women's Association of Canada Sisters In Spirit Knowledge to Action Day, Ottawa, March 30, 2010.

Keynote Speaker, National Judicial Institute Criminal Law Seminar, Toronto, March 25, 2010.

Keynote Speaker, Urban Aboriginal Strategy National Leadership and Learning Event (Indian and Northern Affairs Canada), Toronto, March 11, 2010.

Keynote Speaker, British Columbia Ministry of Public Safety and Solicitor General Evidence-based Approaches to School-based Youth Crime Prevention Conference, Abbotsford, BC, February 19, 2010.

Keynote Speaker, Native Women's Association of Canada Health Advisory Committee Meetings, Ottawa, February 12, 2010.

Keynote Speaker, Canadian Women's Association Girls' Fund Conference, Toronto, January 21, 2010.

Keynote Speaker, BC Ministry of Public Safety and Solicitor General Promoting Evidence-based Youth Crime Prevention Practice Conference, Vancouver, BC, December 2, 2009.

Keynote Speaker, Manitoba Justice Crime Prevention Conference, Winnipeg, MB, November 20, 2009.

Keynote Speaker, 9th Annual Alberta Youth Justice Committee Conference, Calgary, AB, October 24, 2009.

Keynote Speaker, Saskatchewan Corrections, Public Safety and Policing Annual Conference, Young Offender Branch, Residential Services, Elkridge, SK, Oct. 7, 2009.

Keynote Speaker, Native Women's Association of Canada Fetal Alcohol Spectrum Disorder Meeting of Experts, Regina, October 1, 2010.

Keynote Speaker, Alberta Ministries of Solicitor General and Public Security and Justice and Attorney General Alberta Gang Crime Summit, Calgary, AB, June 25 - 26, 2009.

"Quality Programs for Young Men in the Youth Justice System". **Three-day workshop for Northern Youth Services staff**, Sault St. Marie, ON, April 6 - 8, 2009.

"Quality Programs for Young Women in the Youth Justice System". **Three-day workshop for Operation Springboard staff**, Sault St. Marie, ON, April 1 – 3, 2009.

"Quality Programs for Young Men in the Youth Justice System". **Three-day workshop for Ge-Da-Gi-Binez Youth Centre staff**, Fort Frances, ON, March 19 - 21, 2009.

"Quality Programs for Young Men in the Youth Justice System". **Three-day workshop for Thunder Bay Youth Centre staff**, Thunder Bay, ON, March 16 - 18, 2009.

"Preventing Aboriginal Youth Gang Involvement in Canada: A Gendered Approach", presentation at **Aboriginal Policy Research Conference**, March 10, 2009, Ottawa.

"Addressing Aboriginal Youth Gang Involvement in Vancouver", presentation to **Vancouver Police Department**, February 18, 2009, Vancouver, B.C.

Keynote Speaker, Saskatchewan Ministry of Corrections, Public Safety and Policing Summit on Saskatchewan Organized Crime and its Impact on Violence in Our Communities, February 13, 2009, Regina, SK.

Trainer, Vancouver Aboriginal Youth – Vancouver Police Department Working Group Risk Assessment Workshop, October 14 – 18, 2008, Vancouver, B.C.

Keynote Speaker, Vancouver School Board Conference on Gang Prevention (parent and staff conferences), October 15 – 16, 2008, Vancouver, B.C.

Keynote Speaker, Institute for the Prevention of Crime National Working Group Conference on Violence Prevention, October 2, 2008, University of Ottawa, Ottawa, ON.

Keynote Speaker, BC Ministry of Public Safety and Solicitor General/Carrier Sekani Family Services Provincial Forum on Stopping the Sexual Exploitation of Children, Youth and Women, September 23, 2008, Prince George, BC.

Trainer, Ontario Ministries of Community and Correctional Services/Children and Youth Services, *Profound Sorrow, Intense Rage: Working With Youth Who Engage in Extreme Violence*, September 10-11, 2008, Sault St. Marie, ON.

Keynote Speaker, Prince Albert Outreach Program Inc. *Youth Empowerment Conference*, June 2, 2008, Prince Albert, SK.

Présentation magistrale, Ville de Lachine, Comité d'Action en Sécurité Urbaine de l'Arrondissement de Lachine, *Gangs de jeunes au Canada: méthodes efficaces de prévention et d'intervention*, le 28 Mai, 2008.

Présentation magistrale, Ville de Québec, Réseau d'échange et d'information sur les gangs, le 24 Avril 2008.

Keynote Speaker, Manitoba Safe Schools Conference, April 18, 2008, Winnipeg, MB.

Keynote Speaker, Manitoba Dept. of Justice Gang Conference, April 17, 2008, Winnipeg, MB.

Keynote Speaker, Carrier Sekani Family Services *Walking Tall Aboriginal Youth Conference*, April 2, 2008, Prince George, BC.

Keynote Speaker, Regina Child and Family Services Conference, Feb. 5, 2008, Regina, SK.

Keynote Speaker, Union of B.C. Municipalities (UBCM) *Crime Prevention/ Community Safety Conference*, Feb. 28 – 29, 2008, Richmond, B.C.

Présentation magistrale, Ville de Montréal, *journée d'échanges sur le phénomène des gangs de rue à Montréal*, le 6 décembre 2007.

Keynote Speaker, Regina Inter-sectoral Coordinating Committee on Youth Gangs conference, Nov. 19 – 20, 2007, Regina, SK.

Keynote Speaker, Ontario Provincial Forum, *Access to Recreation for Low Income Families Project* (Hosted by Parks and Recreation Ontario), Nov. 13-14, 2007 Toronto.

Keynote Speaker, Canadian Association of Chiefs of Police *International Congress on Street Gangs*, Oct. 29-31, 2007, Montreal.

Keynote Speaker, British Columbia Ministry of Public Safety and Solicitor General *End Youth Gang Violence Strategy Provincial Conference*, Sept. 20-21, 2007, Vancouver.

Keynote Speaker, *From Knowledge to Practice National Seminar on Youth Gangs*, NCPCC, Public Safety Canada, June 20, 2007, Ottawa.

"Youth Gang Intervention and Prevention: What Works?" Ottawa Working Group on Youth Gangs, May 22, 2007, Ottawa.

“Profound Sorrow, Intense Rage: Working with Youth Who Engage in Extreme Violence.” **Seven one-day training sessions for Creighton Youth Services staff** in Thunder Bay and Kenora, ON, May 1 – June 1, 2007.

“Youth Gang and Violence Prevention,” **Learning Day Lecture for National Crime Prevention Strategy, Public Safety Canada**, Ottawa, ON, April 17, 2007.

“Evidence-Based Approaches for Intervening with Street Entrenched Young Men,” three day training for **Young Men’s Shelter**, YSB, April 23 – 25, 2007, Ottawa

“Unwrapping Masculinity: Showing Boys How to be a Man Differently” and “See No Evil, Hear No Evil: The Parents are Out to Lunch”, two Keynote addresses at **I am Safe International Bully Conference**, April 2 – 4, 2007, Ottawa, ON.

Community Strategies for Ending Violence Against Children and Youth, two-day training for **Quinte Coordinating Committee to End Violence Against Children and Youth**, March 21 – March 22, 2007, Belleville ON.

“Quality Programs for Young Women and Young Men in the Youth Justice System”, three day training for **Northern Youth Services**, Feb. 28 – March 2, 2007, Sudbury, ON.

« Justice réparatrice avec les jeun(e)s, » two day training for Ottawa-Carleton Catholic School Board, Ottawa, November, 2006.

“Quality Programs for Young Women and Young Men in the Youth Justice System”. **Probation Officers Assoc. of Ontario Annual Conference**, Stratford ON, Nov. 7, 2006.

“Quality Programs for Young Women and Young Men,” three day training for **Associated Youth Services of Peel**, April 5 – 7, 2006, Toronto, ON.

“Restorative Justice and Youth in New Brunswick”, two day workshop for **Restorative Justice New Brunswick**, March 24 – 26, 2006, Fredericton, New Brunswick.

“Parent-child Perceptions of Bullying and Sexual Harassment: Implications for Policy and Program Development” **American Society of Criminology Annual Mtgs**, Toronto, ON 2005.

“Evidence-based Approaches for Addressing Bullying, Sexual Harassment and Racial Discrimination in School Recreation Settings’, and “Community Recreation with High- Risk Children and youth: Are We Doing More Harm than Good?” Two seminars presented at the **11th Canadian Conference on Leisure Research National Conference**, Malaspina University-College, Nanaimo, BC, May 16 – 20, 2005.

“Bullying and Harassment in Canadian Schools: Incidence and Program Effectiveness.” Seminar presented at the **Centre for Research on Community Services, University of Ottawa**, May 10, 2005.

“The Gays in the Gang”. Seminar presented at the **North Central Sociological Association Meetings, Symbolic Interaction and Ethnographic Research Conference**, Pittsburgh, PA, April 8, 2005.

“Whole School Programs – Do They Work?” Seminar presented with D. Smith at ***Beyond Rhetoric: Canada’s Second Conference on Bullying***, Ottawa, March 21, 2005.

Keynote Speaker, Canadian Parks and Recreation Association Annual Conference, “Recreation: Are We Doing More Harm than Good?”, Halifax, October 23, 2004.

Keynote Speaker, Youth Justice Ontario Annual Conference, “Gender-Responsive Youth Justice Services: Addressing the Unique Needs of Females, Toronto, Sept. 29, 2004.

“Bullying and Harassment in Canadian Schools: Incidence and Program Effectiveness”; “Classifying Youth Homicides: A Qualitative Study”; and “Restorative Justice: Working with Children and Youth”. Three workshops presented at the ***Ontario Ministry of Correctional Services and Community Safety Forum on Program Effectiveness***, North Bay, September 2004.

Keynote Speaker, Ontario Works Annual Forum, “Supporting Resilient Development”, Toronto, June 15, 2004.

Keynote Speaker, Ontario Municipal Social Services Association Annual Symposium, Ottawa, June 3, 2004.

Keynote Speaker, Making Children Matter: Building Better Communities for Children Conference (Investing in Children), May 18, 2004, London, ON.

“Young Men’s Guyde: A Participatory Action Research Project Exploring the Victimization of Boys and Masculine Identity Construction.” Paper presented at the ***21st Qualitative Analysis Conference***, Carleton University, May 13, 2003, Ottawa.

Keynote Speaker, Building on Community Partnerships: A Year of Progress in Implementing the YCJA, Ontario Eastern Region Conference, March 24, 2004, Ottawa.

“Restorative Justice: Working with Children and Youth.” Workshop presented at ***Family Services Canada National Conference***, October 24, 2003, Ottawa.

“Community-Based Responses to Youth Crime: Challenges and Opportunities ” and “A Comparison of Prison and Young Offender Custody Experiences of Adolescents Convicted of Murder and Manslaughter.” Two papers presented at the ***Canadian Social Welfare Policy Conference***, University of Ottawa, June 16, 2003.

“Gays in the Gang” and “Vicarious Trauma Suffered by Researchers Studying Youth Who Kill.” Two papers presented at the ***20th Qualitative Analysis Conference***, Carleton University, May 23, 2003, Ottawa.

“Understanding Community-based Responses to Youth Crime”, “Working Together after Deciding to Work Together”, and “Alternative Responses in Communities: Restorative Justice

with Youth”. Three papers presented at the **Community-University Research Expo International Conference**, University of Saskatoon, May 7-10, 2003, SK.

“Restorative Justice: Working with Youth.” Workshop presented at **Children’s Mental Health Ontario 2003 Annual Conference**, May 30, 2003, Toronto.

“Murder and Other Forms of Extreme Violence by Young Offenders: A Social-psychological Model for Understanding and Intervening.” Workshop presented at the **Youth Justice Ontario Annual Conference**, September 26, 2002, Ottawa.

“Restorative Justice with Youth: Doing Research at the Local Level.” Paper presented at the **Community Based Research Network of Ottawa Symposium**, Ottawa, ON, April 18, 2002.

“Psycho-Social Factors of Children Who Kill”; “Comparing National Longitudinal Survey on Children and Youth Findings with Results from a High Risk Ottawa Sample.” Two workshops presented at the **Children’s Mental Health Ontario Annual Conference**, Ottawa, ON, May 30 – June 1, 2002.

“Youth Gangs and Violence: Current Research and Best Practices.” Workshop presented at **Ottawa Young Offender Professional Development Day** (William Hay Secure and Sherwood Open facilities, Probation Services), April 17, 2002, Ottawa.

“Pathways to Homicide” (with K. Kelly); “Community-Based Responses to Youth Crime: Challenges and Opportunities” (with T. Caputo and K. Kelly); Alternative Responses in Communities: Restorative Justice with Youth” (with K. Kelly and T. Caputo). Three papers presented at the **Academy of Criminal Justice Sciences Annual Meetings**, Anaheim, CA, March 3 – 9, 2002.

“Environmental Influences on Child and Youth Behaviour: A Practice Perspective”; What Do You Mean? Working Together After Deciding to Work Together – The Challenges of Doing Research at the Community Level”. Two papers presented at **Human Resources Development Canada’s “Ready, Set, Go!” Conference**, Ottawa, Jan. 29 – Feb. 1, 2002.

Panel Moderator and Discussant, **YSB – Carleton University national conference “Restorative Justice – Working with Youth”**, Ottawa, Nov. 2 – 4, 2001.

“Developmental Pathways of Violent Canadian Youth Gang Members”, half-day workshop at **National Gang Crime Research Center’s International Gang Conference**, Chicago, August 15 – 17, 2001.

“The Link between Serious Child Maltreatment and Extreme Youth Violence”, half-day workshop at **International Conference on Children Exposed to Domestic Violence, Centre for Children and Families in the Justice System**, London, June 6 – 8, 2001.

“Personal Reflections on Doing Qualitative Research with Youth Convicted of Murder and Manslaughter” (Joint session of SSS, CWSA, CSAA); “Data Analysis Dilemmas in Qualitative

Research on Extreme Violence”; and “Interpreting Extreme Youth Violence in Ethnographic Research”. Three papers presented at the **Canadian Sociology and Anthropology Association Annual Meetings, Congress 2001**, Université de Laval, May 23 – 30, 2001.

“Conducting Field Research with Young Offenders Convicted of Murder and Manslaughter: Gaining Access, Risks and Truth Status” (with Katharine Kelly); “Legal, Ethical and Clinical Implications of Doing Field Research with Youth Gang Members who Engage in Serious Violence”. Two papers presented at the **18th Qualitative Analysis Conference**, McMaster University, May 17 – 19, 2001.

Joan Pedersen Annual Distinguished Lecture, Faculty of Education, University of Western Ontario, April 25, 2001.

“When Children Kill: The Social and Political Context of Canadian Youth Homicide Cases” (with K. Kelly); “Restorative Justice with Young Offenders” (with T. Caputo and K. Kelly). Two papers presented at the **Academy of Criminal Justice Sciences Annual Meetings**, Washington, April 3 – 7, 2001.

Key Note Speaker, Ottawa District School Board Annual Conference, “The Role of -- Educators in Addressing Risk Factors and Promoting Resiliency in Special Education Students.” February 23, 2001.

“Working with Youth Who Engage in Serious Violence: Assessment and Best Practices”, ½ day workshop at **YSB/Carleton University Annual Youth Worker Conference**, November 24, 2000.

“Working with Youth Who Engage in Serious Violence: Clinical, Ethical and Research Issues”, day-long workshop at **Holland College, PEI**, November 21, 2000.

“When Children Kill: Youth Homicide in Canada”, lecture at **St. Mary’s University**, Halifax, November 20, 2000.

“Male Youth Violence in Canada: Research, Theory and Current State of Knowledge”, lecture at **St. Mary’s University**, Halifax, November 20, 2000.

“Monitoring Agency Effectiveness: The Use of Outcome Measures”, Presentation at the **Montreal 2000 Joint Conference of the International Federation of Social Workers and the International Association of Schools of Social Work**, Montreal, July 30, 2000.

“Youth Who Engage in Life-Threatening Harm: Clinical, Ethical and Legal Issues”, Presentation to **Canadian Paediatric Society Annual Meetings**, Ottawa, June 16, 2000.

“Girlfriend Abuse as a Form of Masculinity Construction Among Violent, Marginal Male Youth”, Paper Presentation at the **Canadian Sociology and Anthropology Association Congress 2000**, Edmonton, May 30, 2000.

“Serious Youth Violence”, Presentation at **YSB 40th Anniversary Celebration**, Ottawa, May 27, 2000.

“Assessing Risk with Violent Youth: Legal, Ethical, and Clinical Issues”, Workshop Facilitation at the **Millenium Integrated Children’s Conference**, Toronto, May 3, 2000.

“Application of Restorative Justice to Youth”, Presentation at the **RCMP Symposium “Achieving Justice with the Community in Canada: Restorative Justice – The Role of Police”**, Ottawa, March 24, 2000.

“Bullies and Victims: Community Solutions”, Panel Presentation at **Regional Co-ordinating Committee on Child Abuse Annual Conference**, Ottawa, April 21, 1999.

“Some Kids Go Through Hell Before They Die”, Presentation on Youth Suicide at **Child and Youth Friendly Ottawa Conference**, Ottawa, February 23, 1999.

“Counselling Violent Male Youth”, ½ Day workshop for **YSB**, Ottawa, February 16, 1999.

“Developing a Client-Based Outcome Evaluation” (with C. Lundy), one-day workshop for **Carlington Community and Health Services Centre**, Ottawa, Jan. 22, 1999.

“Youth Gangs”, **Ashbury College**, Ottawa, January 14, 1999.

“Assessing Risk with Violent Youth: Legal, Ethical, and Professional Issues”, Ottawa, November 14, 1998. Organized by **YSB** for community service providers.

“Community-Based Research and Social Work Practice”, **Carleton University School of Social Work Special Seminar**, November 8, 1995.

“Working with Violent Male Youth”, Ottawa, April 4, 1995, ½ day workshop for the **Children’s Aid Society of Ottawa-Carleton**.

Boards, Committees & Volunteer Work

Member, **Provincial Centre of Excellence for Child and Youth Mental Health at CHEO Research, Initiatives, Training and Education Committee**, Jan, 2004 – Dec. 2007.

Member, **Ottawa Coalition of Youth Serving Agencies Research Cttee**, 1999 – 2005.

Member, **Children’s Mental Health Ontario Evidence-based Practices Committee**, January 2002 – December 2007.

Member, **YSB Research Advisory Committee**, 1990 – 2007.

Volunteer consultant on mental health issues, anti-bullying programs, parenting, and evidence-based teaching practices for **Western Quebec School Board**, 1998 – 2005.

Volunteer Soccer and Ringuette Coach, Gatineau, 1993 – 2000.

Member, **Children and Youth Health Network of Eastern Ontario**, Determinants of Health Working Group, Ottawa, June 1999 – June 2001.

Chair, Ottawa-Carleton **Wraparound Research Committee**, 1998 – 2000.

Member, **Centre for Community-Based Research Committee**, Ottawa, 1998 – 2005.

Member, **Outcome Measures and Client Database Committee**, CFSA Restructuring Project of Ottawa-Carleton, January – June, 1999.

Member, **Service Co-ordination Work Group**, CFSA Restructuring Project, 1997 - 1998.

Research Advisor, **Effective Strategies for Adolescents At Risk of Out-Of-Home Placement Project**, Ontario Association of Children's Aid Societies, 1996 – 1997.

Member, **Ministry of Community and Social Services Research Committee**, 1995 – 1996.

Member, **MCSS Substance Abuse Training Committee**, Ottawa, 1993 – 1995.

Member, **Adolescent Sex Offenders' Network**, Ottawa, 1994-1995.

Member, Men's Programs Accountability Committee, **Regional Co-ordinating Committee to End Violence Against Women**, Ottawa, 1994.

Member, **Mayor's Task Force on Child Poverty**, Ottawa, 1993.

Member, RMOCC **Community Task Force on Homeless Street Youth**, 1992 – 1993.

Member, **Board of Directors, Big Brothers Association, Kingston**, 1983 - 1984. Chair, **Recreation Committee, Big Brothers Association**, Kingston, 1983 – 1984. Volunteer **Big Brother**, Kingston, 1982 - 1985.

Volunteer Counsellor, **Kingston John Howard Society**, 1983 - 1984.

Professional Memberships/Licenses

Certified Gang Specialist, National Gang Crime Research Center, Chicago, 2001.

Licensed Social Worker, Ontario College of Certified Social Workers (220246), 2000 – Present.

Member, Ontario Association of Social Workers, 1990 – Present.

Member, Canadian Evaluation Society, 2000 – 2006.

Member, Canadian Sociology and Anthropology Association, 1995 – 2006.

Certified Community Justice Forum Facilitator, Royal Canadian Mounted Police, 2000.

Certified Wraparound Facilitator, Wraparound Ontario, 2000.

FRANK TROVATO

PROFILE

A creative, innovative, justice and educational professional with extensive senior management and leadership experience. Particular interests include teaching, learning and leading in policing and educational environments that offer clear opportunities for shaping and developing organizations and its members to better serve the communities who entrust them.

HIGHLIGHTS OF QUALIFICATIONS, DEMONSTRATED SKILLS AND ABILITIES

- Program Head, Justice Studies Program, at the University of Guelph-Humber. Responsible for direct management of a multi-million dollar contract to facilitate professional training and higher education needs of all senior civilian and newly promoted uniform supervisors, middle managers and senior management of the Toronto Police Service.
- Program Coordinator Police Foundations and senior consultant for professional studies for Humber Institute of Technology and Advanced Learning (ITAL). Managed students' issues for the PFP program, recommended hire of part-time faculty and taught in most of the 30 courses in the PFP program. Additional responsibilities involved developing professional leadership curriculum of studies for justice professionals and police front line and middle managers for policing services in Ontario.
- Senior officer (Inspector) with the Toronto Police Service. Demonstrated executive leadership evidenced by 30 years of police experience in both operational and administrative positions within the service.
- Unit commander of Human Resource Unit with the Toronto Police Service. Demonstrated senior management experience in charge of all new hires, innovative recruitment strategies, transfers, promotions, separation, dismissals, medical accommodations, and Human Rights issues.
- Excellent communication and mediation skills as team member, team builder and team leader in developing blueprints for numerous projects such as: Recruitment policies to engage diverse applicants for the Service; develop new work and performance appraisal systems for members of various ranks within the Service; Develop audit/operating manuals for senior officers assigned to divisions across the Service; Develop a new equitable pay-duty system involving 15 million dollars of annual revenues for off-duty police members.
- Comprehensive experience in partnership building with external agencies and the community in the development and implementation of community based policing practices. Lead police initiative in two different Mayor's Task Forces for the City of Scarborough and the City of Etobicoke to provide safer communities for the residents, workers, visitors, and particularly those groups most vulnerable: women, youth, seniors and people with disabilities.
- Strong commitment to employment equity and race relations. As Human Resource Manager for the Toronto Police Service coordinated and provided leadership in the implementation of hiring practices to ensure new recruits reflected the diversity of our community. Also responsible for the implementation of the new Constable Selection System (CSS) for TPS at the time mandated by the Provincial Government as a pre-employment certification process for police services in Ontario.
- As the police service representative on the Black Consultative Committee, Asian Consultative Committee and the East Asian Consultative Committee, numerous challenges were confronted with the new constable selection system that resulted in the perceived disproportionate number of minority applicants failing during the hiring process. As a result of these community concerns, participated in a commissioned, independent review of the CSS conducted by Dr. Ross Traub of the Ontario Institute

in Education of the University of Toronto. At issue were the various testing instruments used by TPS and ensure they were not adversely affecting minority applicants. As a result of this review process, significant working partnerships with the various minority communities and leaders were forged to enhance, explore, and communicate ways to increase participation and ensure success of minority applicants.

- Extensive legal and technical knowledge in a range of policing environments. For example, scope of experience extends to administrative, operational, and investigative branches of the Service.
- Sound business management skills in terms of resource allocation, budgeting, human resource management, management of change and program development.
- As a senior member of the Service have chaired or been a member of numerous committees to ensure the continuity of performance standards and maintain the professionalism of the Toronto Police Service. These include: Justice Liaison Committee; Mayor’s Task Force on Drugs; Mayor’s Task Force in Etobicoke, Video Tape Analysis Committee, Human Services Committee in Scarborough for Child Abuse Protocol and Race Relations committee member; Chair of several minority consultative committees; Performance Appraisal Evaluation committee, TTC task force committee, the New divisional boundaries committee, and represented TPS on the Deadly Use of Force conferences. Considered an expert witness by the Judicial Courts in narcotics and gambling.

FORMAL EDUCATION

2004- 2008	Doctor in Philosophy (Ph.D.) University of Toronto
1998- 2000	Master of Science (M.Sc.) Criminal Justice Administration Niagara University
1998- 1999	Certified Member Occupational Health and Safety Act WSIB- member (AO4272)
1997- 1998	Certification in Human Resource Management HRPAO-practitioner member (68450) University of Toronto
1992- 1996	Bachelor of Arts (BA)-Criminology and Sociology University of Toronto
1987- 1989	Certificate in Law Enforcement Administration-Police Management Development University of Toronto
1977- 1978	Ryerson Polytechnic Institute-i.e. Economics; Canadian Politics



1969- 1972

Secondary School Graduation Diplomas
Midland Avenue Collegiate

PROFESSIONAL TRAINING

Educational Development (2004-2013)- Including special courses in faculty development and other regular teaching conferences on topics of classroom management, curriculum development, portfolio building, enhancing teaching and passion, leading, ethics, developing people and organizations.

Management Training (1982-2003)- Including Hearing Officer's Training (Trial Judge for disciplinary cases against members charged under the Police Services Act); Senior Police Administrative Courses (SPAC); Advanced Behavioral Event Interviewing; Cross-Culture, Ethnicity, and Race Relations; Regular in-service training in operational, legal and technical topics. Seminars and conferences on various topics of interest (e.g. Leadership, Ethics, Organizational development, Internal Affairs seminar, Professional Standards seminar)

Other Training (1982-2003) - Including Incident Commander; Police Investigation/ Drug Investigation Techniques; various seminars and conferences involving Crime Scene Management, Annual Homicide Seminars, Hold-Up Squad Seminars, Sexual Assault Annual Seminars and Intelligence Unit Seminars.

COMPETENCY PROFILE

1. Leadership
2. Community Orientation
3. Staff Development/Training/Education
4. Communication

Stansfield, Ron and Trovato, Frank (2010): Article published in the Canadian Association of Police Educators (Cape). The article called "Police Education: A New Pathway" describes the design, development and delivery of a degree completion program for Canadian police practitioners. This initiative was undertaken by the University of Guelph-Humber (UGH) with the support of its partner institutions - the University of Guelph and Humber College ITAL - in the fall of 2003. The first students were enrolled in the program in 2004 and the first graduates' convocated in the spring of 2006. Today some 400 professional students or more working in 20 different police services and justice agencies are enrolled in the program.

Trovato, Frank (2010): Member of the Education/Sector Council Partnerships Project (ESCPP). A community-youth education initiative similar to the TPS community mobilization model to better connect with youths in identified communities in Toronto by mobilizing all resources to create co-operative education, experiential learning, essential skills training, dual credits pathways to colleges and universities and specialist high skills major for students.

Trovato, Frank, (2009): Member of the Police Foundations Program Standard Review Team commissioned by the Ministry of Education-Provincial government. An examination of course curriculum and design of the 30 courses that make up the core courses for Police Foundations Program's was conducted by faculty and police representatives. The aim of the review was to validate course content, standardize learning objectives/outcomes and to provide a basis for policy development to standardize course delivery across all Colleges in Ontario.

Trovato, Frank (2004-2010): Appointed by the Police/Academic Executive Steering committee to lead the implementation and coordination of a complex contract agreement between the Toronto Police Service (TPS), The University of Guelph, The University of Guelph-Humber, and Humber Institute of Technology and Advanced Learning (Humber ITAL). The purpose was to provide specialized training and education to all new uniform and civilian supervisors, middle managers and senior officers of the Service. The partnership agreement will ensure the Toronto Police Service and other police services/justice agencies will have an educated workforce and educated future leaders in North America. The blending of professional training and formal education will provide justice professionals with enhanced skills to address the needs of a highly diverse community as well as the global challenges now faced by police services.

Trovato, Frank (2004): Appointed Member of the Degree Council for Humber ITAL. Responsible for advising and making recommendations to senior academic executives on the viability and sustainability of newly developed Degree programs, Diploma programs, Certificate and Graduate Certificate programs offered by Humber ITAL.

Trovato, Frank (2003): Co-Chair of the "Homeless Task Force" TPS Central Command. An ongoing challenge facing the TPS and the community was the issue of "Tent City". Thousands of homeless people were evicted from previously approved undeveloped lands that were privately owned. The City of Toronto had originally funded temporary shelters made of plywood, measuring six feet by six feet. The experience of evicting homeless people was both agonizing and troubling for law enforcement officials, health care workers, the victims, and the community at large. The dynamics of homelessness are both broad and volatile. There are seemingly infinite opinions with regards to why and how people become homeless. What appear to be lacking is any concrete solutions to this complex social problem and the apparent increasing numbers of homeless persons inhabiting the streets of Toronto are continuing today.

Trovato, Frank (2003): Appointed to the Executive steering committee to examine issues of "Racial Profiling in Toronto". The Provincial Chair, Ms. Sylvia Hudson, of the Ontario Civilian Commission on Police Services (OCCOPS) and former Police Services Board member led the group in developing a comprehensive policy affecting police practices across all Ontario Police Services.

Sky, Laura and Trovato, Frank (2003): Special advisor in the making of the Documentary film "*Crisis Call*". This film critically examines what happens when the boundaries between policing and mental health disappears. An excellent thought provoking film that examines the issue of when police become our new frontline health care workers? Other issues examined were whether they are ways to prevent a mental health crisis from escalating into violence? This two-year project spanned communities and police services across Canada to examine critical issues affecting the police, psychiatric survivors, legal experts, mental health workers and the public

Dr. Cotton, Dorothy and Trovato, Frank (2002): *“To Arrest or Treat: the Dilemma of the Police and Mental Health System”*; Presented findings of graduate work at the 6th Annual Law and Mental Health Conference in Toronto, Canada. Police services representatives, mental health workers, survivors, and health care professionals exchanged ideas and solutions to the growing concerns of criminalizing mental health patients in many urban cities like Toronto.

Trovato, Frank (2002): Presented findings of graduate research work on *“Police and Emotionally Disturbed Persons, Are we Meeting their Needs?”* This paper was presented at the 1st National Conference on Police and Mental Health Forum in Montreal, Canada. An analytical survey examining previous research on police attitudes was undertaken at the Montreal conference. Results were to be submitted to the Canadian Journal of Community Mental Health Services.

Trovato, Frank (2001): Senior police representative in the Centre for Addiction and Mental Health (CAMH) steering committee. Numerous operational and legal challenges facing the hospitals, emergency services, and the police were identified and discussed in this forum. For example, issues of confidentiality between patients, hospitals and police, disclosure of information; reporting practices, arrest protocol procedures within hospitals, duty to report information, issuance of search warrants, arrest warrants issued under the Mental Health Act and risk assessment procedures were all discussed.

Trovato, Frank (2001): Senior officer at 14 divisions lead the restructuring team in the review, audit and re-design of the staff development program, investigation branch, special squads, office automation, and crime management program. A new open and transparent promotional system based on consensus building by the supervisory/management team was implemented.

Trovato, Frank (2000): Senior representative in the planning committee for the *“Saving Lives Conference”* hosted by the legal profession and community/police activists to examine and discuss police deadly use of force encounters and its consequences. At the conference presented research findings of graduate work in police encounters with emotionally disturbed persons to draw parallels of why and how police react to threats.

The International Conference on police use of lethal force was held at Osgood Law School, Toronto, Canada, with the theme of finding alternatives to the police use of deadly force to deal with mental health people in crisis.

Final conference report was presented to the Provincial Government (see references on p. 78). A principle goal of the international conference was the harmonization of race relations among all members of society; another outcome was the acknowledgement that police use of lethal force has contributed to strained relations between the police and minority communities across the country.

Trovato, Frank & Ellis, Gary (1999): Pilot Project between Toronto Police and the Mobile Crisis Centers in Scarborough. The pilot project was initiated in No. 42 Division and No. 41 division to have police officers working with a medical mobile crisis units funded by the Ministry of Health. The working arrangement was an integrated Community Health Response Program led by mental health professionals responding with police during calls of crisis. Numerous presentations to police, government officials and health care workers were undertaken resulting in policy changes to Service Directive 06-04, Emotionally Disturbed Persons.

Trovato, Frank (1998): Manager of Human Resources, provide advanced instructional training to senior management of the service on Behavioral Event Interviewing Techniques to prepare their involvement in Service wide promotional process to select senior supervisors. Intensive role-playing exercises and practical application of theory with respect to recording and evaluating information were used to ensure comprehension and validation of promotional process.

Robinson, Carroll and Trovato, Frank (1998): As one of the senior HR police representative on the committee, was involved in the planning and implementation of the “Constable Selection System” now used provincially to test and hire new police recruits. Frequent presentations were made at the request of various government officials, police services board and senior management on the pros and cons of this new initiative. Additionally introduced extensive training to human services personnel tasked with conducting the screening, testing, and hiring of new recruits.

Trovato, Frank (1995): Designed a specialized high-school program called “Community Police Educational Partners” (CPEP). The emphasis on risk management for administrators and students resulted in new policies for High-School Safety Measures in Scarborough. These new initiatives were presented in Windsor, Ontario in a Conference sponsored by the Ontario Public School Board Association. More than 20 high schools received training and presentations that involved students, School Board trustees, parents and educators in the City of Scarborough. The CPEP program was the early version of today’s School Resource Officer program which involves police officers assigned to various high schools.

SENIOR MANAGEMENT CAREER SUMMARY

SENIOR MANAGEMENT-EDUCATION: (2003-2010) PROGRAM HEAD, JUSTICE STUDIES UNIVERISTY OF GUELPH-HUMBER (2007- 2010)

In this senior administrative role I was responsible for managing/developing/teaching and designing day time programs and part-time programs in the Justice Studies Degree Program at the University of GuelphHumber. Included was hiring, mentoring, training new faculty and staff, managing budget for justice department, conduct reviews of programs and curriculum, lead and initiate community based outreach programs.

SENIOR PROJECT MANAGEMENT: HUMBER ITAL-UNIVERSITY OF GUELPH-HUMBER AND THE TORONTO POLICE SERVICE (2005- 2010)

Appointed by the executive steering committee of police and academic executives to be responsible for the new partnership agreement with Toronto Police to plan, develop, and create major leadership training and education programs for all new Toronto police supervisors, middle managers and senior executives of the service. The program has expanded nationally and my role continues to be responsible for assisting in new partnership agreements with various other police services and justice agencies across the country.

PROGRAM COORDINATOR HUMBER ITAL: (2004 to 2005)

In this position I was responsible for coordinating the Police Foundations Studies Program at Humber ITAL. This is the largest attended college in Canada offering justice specialized programs. In this position I was responsible for developing, hiring, training and mentoring faculty within the program. Approximately 800 new students a year enroll in this program.

SENIOR POLICE LEADERSHIP INSPECTOR- No. 14 Division (2000 to 2003). **Reported to the unit commander and was responsible for the performance of uniform and investigative members in the**

division. This included the supervision of over 300 members and ensured members were in compliance with service goals, directives and procedures. Also assisted to monitor expenditures and prepare/administrate an approximate 40 million dollar divisional budget. Part of my duties was to develop and ensure training and professional development of staff members at all levels of unit.

SENIOR POLICE LEADERSHIP INSPECTOR- Duty Desk Operations (1999 to 2000): **In this position reported to the Chief of Police on all serious matters concerning the personnel and operations of the Toronto Police Service. Part of the responsibilities was to visit and attend all divisions and serious crime scenes to ensure professionalism and integrity of the members and the Service were maintained. In this position, when called upon to investigate serious breaches of rules and member misconduct, disciplined and or suspended members from duty when warranted.**

SENIOR HR EXPERIENCE, MANAGER (Civilian Unit Commander) Human Resource Services Unit (1997 to May 2, 1999): **In this position reported to the Director and Deputy Chief Administrative Services Command. I was responsible for the performance and management of all uniform and civilian staff including uniform senior officer and managers. Oversee all outreach community programs, recruitment initiatives and hiring processes for all internal and external selection processes to maintain staffing needs for the service. In dealing with HR issues, ensured compliance with all relevant legislation-i.e. service rules, directives, labour laws, employment laws, human rights legislation, and working agreements.**

As the unit commander I was also responsible for the unit budget and expenditure control. As the delegated HR expert for the Service, when called upon, provided advice to the Chief of police, Police Service Board, Command officers, and field unit commanders on a variety of human resources issues (i.e. hiring practices, filling vacancies, placement of successful applicants, remain current on human resource trends, developments and legislative requirements).

MIDDLE MANAGER, EXECUTIVE EXPERIENCE AS AN EXECUTIVE OFFICER: Deputy Chiefs: North West Field Command, Detective Command and Administrative Command 1994-1997). **In this position administratively assisted deputy chiefs in all command related matters. Including, budget administration of several hundred million dollars and thousands of personnel in divisions and specialized units, represented the Deputy Chiefs on assigned committees, task forces and at other special events, research, evaluate and develop strategic policy developments, budget controls and efficiencies. Other functions included conducting, monitoring, and or reviewing all internal investigations as directed by deputy chiefs and or the chief.**

FRONTLINE/MIDDLE MANAGEMENT & PRE-SUPERVISORY CAREER SUMMARY

OPERATIONAL FRONT LINE LEADERSHIP EXPERIENCE: (1982- 1994): **Progressive operational and leadership experience included being platoon commander and responsible for the good conduct and performance at No of 42 substation including budget expenditures and control. Other postings included supervision at: No 4 District Headquarters-Drug Squads, Street Crime Units, Platoon Commander at No 41, Division, No 42 Division uniform and, No 42 Investigative Office. Other postings included being appointed Executive Officer for Deputy Chiefs at North West Field Command, Detective Command and Administrative Command. Front line supervision experience included operational leadership as a detective in charge of No 4 District Drug Squad, Investigative Detective in No 41 division, No 42 division; Platoon Uniform Sergeant at No 51 Division, No 5 Traffic, No 41 and 42 divisions. Sergeant in Media Relations and**

Planning Sergeant at No 4 District Staff Headquarters and Inspections unit (i.e. Audit unit) reporting directly to Chief of Police..

ACHIEVEMENTS AND AWARDS:

- Community online teaching award 2011
- Ontario Association of Chiefs of Police (OACP) Life member
- Community Service College Presidents Award, 2009
- National Teaching and Leadership Excellence Award 2007
- Distinguish Faculty of the Year Award-2006
- Innovation of the Year Award-2005
- Police Officer of the Month
- 20 letters of commendations
- Creation of Audit manual for senior officers
- Expert witness in narcotics and gambling
- Recipient of 20 and 30 year good conduct medals.

Jeanine A. Webber, B.A., B.S.W., M.S.W., Ph.D., RSW

PROFESSIONAL PROFILE

- Extensive teaching experience with adult learners
- Clinical setting research experience
- Proven leadership ability
- Experienced group and team leader
- Energetic, organized, dedicated and committed worker

EDUCATION

- **Ph.D.** Faculty of Social Work, University of Toronto, November 2010
- **Master of Social Work** University of Toronto, June 2004
- **Bachelor of Social Work (Honours)**, York University, June 1997
- **Bachelor of Arts Degree**, Social Development Studies (Major) Waterloo University, May 1987

MEMBERSHIPS

- Registered Social Worker with the Ontario College of Social Workers & Social Service Workers
- Member of the Ontario Association of Social Workers
- Member of the International Community Corrections Association

RESEARCH EXPERIENCE

External Researcher/Co-investigator

Day Reporting Centre National Project

January 2012 – March 2013

- Developed data collection protocol including customized data collection spreadsheets in collaboration with Ms. Spencer (Principal Investigator)
- Completed all aspects related to data review, analysis and interpretation of results
- Prepared final research report in collaboration with Principal Investigator

Co-Investigator

Prison Sitting

April 2012 – May 2013

- Prepared funding application in collaboration with Dr. Daniel (Principal Investigator) and Greg Rogers (John Howard Society)
- Assisted in development of survey instrument
- Hired, trained supervised 8 Student Research Assistants in Survey Protocol

- Responsible for supervising data entry by 1 Student Research Assistant
- Completed data analysis and interpretation for project
- Assisted with preparation of research report and conference abstracts

Principle Investigator

Safer Tomorrows Through Education & Play Program Evaluation

April 2011 – March 2012

- Applied for and secured research grant from Humber College to evaluate St. Leonard Society of Toronto's after school program
- Conducted qualitative program evaluation of program in collaboration with co-investigator Sonya Spencer
- Designed research protocol including consent letters, recruitment practices, data collection and analysis plan
- Hired, trained and supervised 3 student Research Assistants
- Conducted semi-structured parallel focus groups with research participants
- Completed data analysis and interpretation in collaboration with Co-Investigator and Research Assistants
- Prepared research report for research participants, and funder

Researcher

Girls Connection Program, Earls court Child and Family Centre

September 2003—December 2004

- Complete literature searches and reviews
- Establish and maintain statistical databases in Excel, SPSS and ADM
- Conduct research interviews with program participants
- Recruit program participants by distributing information, and presenting at schools, hospitals, Children's Aid Societies and other community establishments
- Random assignment of program participants
- Analyze data and interpret results
- Train agencies replicating program
- Designed computer based data collection tool for clinical staff to use that meets both clinical and research needs
- Complete program integrity checklist for manualized groups

Research Assistant

MSW Internship, Girls Connection Program at Earls court Child and Family Centre

April – August 2003

- Complete literature searches and reviews

- Establish and maintain statistical databases in Excel, SPSS and ADM
- Complete program integrity checklist for manualized groups
- Conducted research interviews with program participants
- Assisted Executive Director and Clinical Director with enhancement of accessibility and anti-discriminatory policy
- Developed a skill acquisition grid for clinical staff to record treatment gains

PROFESSIONAL TEACHING EXPERIENCE

May 2009 - Present

Program Coordinator

Bachelor of Applied Arts – Criminal Justice Degree Program

Humber Institute of Technology and Advanced Learning

- Member of Degree Council
- Member of the Degree Breadth Elective Committee
- Mentor new faculty members within the CJ degree faculty team and the School of Social and Community Services
- Facilitate Advisory Committee meetings, secure new members, implement suggestions made by advisory committee
- Hire and mentor part time faculty members
- Assist with marketing, promoting program
- Respond to applicant inquiries
- Academic advisor to students enrolled in the program
- Organize and facilitate faculty team meetings
- Curriculum development
- Oversee field placement component of degree
- Chair student committee
- Develop and teach courses within in the degree program – PSYC 114 Interpersonal skills and Group Dynamics, CRIM 152 Community Corrections, PSYC 154 Counselling: Theory and Practice, CRIM 204 – Youth & Crime, CRIM 252 Case Management in Correctional Services, CRIM 351 Institutional Culture, CRIM 452 Criminal Justice Research Project
- Organize Criminal Justice Lecture Series for students

August 2008 – August 2009

Program Coordinator

Community & Justice Services Diploma Program

Humber Institute of Technology and Advanced Learning

- Facilitate Advisory Committee meetings, secure new members, implement suggestions made by advisory committee
- Hire and mentor part time faculty members
- Assist with marketing, promoting program
- Respond to applicant inquiries
- Academic advisor to students enrolled in the program
- Organize and facilitate faculty team meetings
- Curriculum development
- Oversee field placement component of degree
- Chair student committee
- Develop and teach courses within in the diploma program – Interpersonal Skills, Conflict Management, Community Corrections, and Counselling Skills.

August 2007 – August 2008

Part Time- Program Coordinator

Ontario Graduate Certificate in Forensic Practice

Humber Institute of Technology and Advanced Learning

Responsible for:

- Developed course schedule based on student needs
- Hired part time instructors to teach courses
- Responded to inquiries by potential students about the program
- Reviewed potential student applications to program and made admission decisions
- Responded to student requests, and assisted with course selection
- Supervised or arranged for supervision of students completing independent study course
- Coordinated development of web-based courses which includes liaising with outside funding agency
- Co-developed web based course – Working with offenders with Special Needs
- Currently developing web based course – Self Care and Burnout Prevention
- Arranged for Advisory Board Meetings, provided information and implemented suggestions made by Advisory Board, secured members for Advisory Board
- Assisted with marketing and promotional activities

January to April 2006

January to April 2007

Course Instructor

January to April 2008

Course Instructor & Course Coordinator

SSW 202: Interviewing and Counselling I, Social Service Worker Program, Lakeshore Campus, Humber Institute of Technology and Advanced Learning

Responsible for:

- Developing course outline, course schedule and assignments in conjunction with Professor Sabra Desai (2006) and Professors Iris Sokoloff and Vanja Velimirovic (2007) and Professors Iris Sokoloff and Susan Davis Mendelow
- Preparing and facilitating 13, 2.5 hour weekly classes for a class of 25 - 30 students
- Established and maintained a course web site using Web CT (2007 & 2008)

January to April 2007

January to April 2008

Course Instructor

SSW 200: Group Skills, Social Service Worker Program, Lakeshore Campus, Humber Institute of Technology and Advanced Learning

Responsible for:

- Developing course outline, course schedule and assignments in conjunction with Professor Joanne Spence
- Preparing and facilitating 14, 2.5 hour weekly classes for a class of 40 students
- Grading assignments and exams
- Established and maintained a course web site using Web CT

September to December 2006

September to December 2007

Course Instructor

SSW 103: Orientation to Human Services, & SSW 101: Urban Sociology, Social Service Worker Program, Lakeshore Campus, Humber Institute of Technology and Advanced Learning

Responsible for:

- Developing course outline, reading list and course assignments in conjunction with Program Coordinator Professor Linda Hill
- Preparing and facilitating 13, 2.5 hour weekly classes for 3 classes of 40 students
- Designing and grading assignments and exams
- Established and maintained a course web site using Web CT

September 2006 – April 2007

September 2007 – April 2008

Course Director

SOWK 3060: Integrated Social Work Practice – School of Social Work, York University

Required 3rd year course in the Bachelor of Social Work program

In consultation with Course Coordinator Dr. Barbara Heron(2006-07 & Dr Andrea Daly (2007-08) I was responsible for:

- Preparing and facilitating 24 weekly, 3 hour lectures for a class of 28 Social Work students
- Reviewing and grading student papers and participation
- Assisting course coordinator and teaching team with the development of course outline, assignments, and course reading list

January - April 2006

January - April 2007

Course Instructor

SWK 4664 : Administrative Managerial Practice in Social Work – Faculty of Social Work, St. George Campus, University of Toronto.

Graduate elective course in the Master of Social Work program

Under the supervision and in consultation with Dr. Wes Shera I was responsible for:

- Assisting with the development of course syllabus, and reading package
- Preparing and facilitating 13 weekly, 3 hour lectures/seminars for a class of graduate Social Work students
- Reviewing and grading student participation, presentations and papers

September – December 2007

Course Instructor

SWK 4654 : Social Work Practice with Organizations & Communities – Faculty of Social Work, St. George Campus, University of Toronto.

Graduate required course in the Master of Social Work program

Under the supervision and in consultation with Dr. Cynthia Wesley-Esquimaux I was responsible for:

- Inviting guest speaker to speak to class of 125 students on community engagement

- Preparing 2 of the 12 weekly lectures for class of 125 graduate students
- preparing and facilitating 13 weekly, 1.5 hour seminars for a class of 25 graduate Social Work students
- reviewing and grading student participation, presentations and papers

OTHER PROFESSIONAL EXPERIENCE

Head Correctional Programs

Correctional Service of Canada, Central District (Ontario)

June 1997 – August 31, 2003.

(Education Leave April – August 2003)

- Ensured international accreditation program standards were achieved and maintained
- Supervision of staff: Correctional Program Officers (5), Contract Program Facilitators (12) and Administrative staff (3).
- Co-ordinated and supervised students from York University Social Work Program, University of Ulster [Ireland] Psychology program, and George Brown College Human Services Worker program
- Chaired District Program Board
- Served as a consultant to National Headquarters regarding program enhancements
- Completed program needs analysis for Parole Offices
- Trained Parole Officers about needs assessments, program content, and reinforcing treatment gains
- Managed district program budget
- Negotiated and prepared service contracts
- Established program priorities and schedule
- Provided evidence regarding Correctional Service of Canada, Security, Case Management, Parole, Treatment policies and services at Young Offender Transfer hearings and at Adult sentencing hearings as an expert witness
- Maintained statistical program database
- Member of the District Management Team
- Member of the Regional Program Committee – This committee establishes regional policies regarding community programming for Federal offenders.
- Member of the Community Assessment Review Team at Keele Community Correctional Centre

Regional Choices Trainer

Ontario Region, Correctional Service of Canada

January 1998 – June 2002

(This was in addition to my Head Correctional Program responsibilities)

- Trained Program Facilitators in both facilitation and content of Choices Program
- Conducted staff awareness sessions within Ontario Region
- Completed quality assurance reviews of all Choices facilitators (staff and contractors)
- Managed training budget
- Co-ordinated regional substance abuse (Community) facilitators' training and quarterly meetings
- Trained program facilitators in Motivational Interviewing Techniques
- Assisted with training the Western Regional Choices Trainer by co-facilitating a training course and providing feedback

Program Development and Evaluation Officer

Correctional Service of Canada, Central District (Ontario)

August 1995 - May 1997

September 1993 - 1994

- Assessed Offenders to determine suitability for treatment programs
- Facilitated Cognitive Living Skills Program - treatment program focus is on development of interpersonal problem solving skills, social skills, critical reasoning and values enhancement
- Facilitated Cognitive Booster Program - program focus is on enhancing and maintaining treatment gains for graduates of the Cognitive Skills program
- Facilitated CHOICES program – cognitive behavioural relapse prevention substance abuse treatment program
- Facilitated Living Without Violence Program – a psycho educational program about family violence used as pre-treatment group for perpetrators of family violence and as prevention for those identified as high risk for family violence
- Facilitated Anger & Emotions Management program – a moderate intensity treatment program for Offenders who have difficulty with emotional arousal
- Provided individual counselling
- Completed assessment and treatment reports

Case Management Officer (Community)

Correctional Service of Canada

Keele Community Correctional Centre, Toronto Downtown Office

September 1994 - August 1995

July 1990 - November 1992

- Supervised Day, Full Parolees, Statutory Release, and Statutory Release Residency Order cases
- Provided Indirect Supervision for female offenders at Elizabeth Fry Society
- Supervised both male and female offenders
- Completed Special, Post Suspension, Progress, Risk Needs Analysis, Correctional Plan, and Community Assessment reports.
- Developed and implemented an employment search program at Keele CCC.
- Member of the Community Development Committee - Central District.

Case Management Officer (Institution)

Kingston Penitentiary, Correctional Service of Canada

November 1992 - September 1993

- Managed caseload of 45 Maximum Security Offenders
- Completed intake interviews of new offenders within 72 hours
- Trained, and assisted Correctional Officers with their casework duties
- Completed Progress Summary reports for Parole, Detention, Case Reviews, and Statutory Release
- Conducted Security Classification, Transfer, and Segregation reviews
- Assisted offenders in development of viable release plans
- Provided general counselling to offenders

Parole Supervisor

Salvation Army Correctional & Justice Services

July 1988 - July 1990

- Supervised Federal Full Parole and Mandatory Supervision Cases.
- Completed Case Management reports.
- Prepared a training manual for staff.
- Trained new Parole staff.
- Acted for Director in his absence
- Supervised student placements – Ryerson University and George Brown College.

Program Worker

Exodus Link Corporation

October 1987 - July 1988

- Assisted in supervising Day and Full Parolees and Mandatory Supervision cases.
- Performed security tasks of Halfway house.

- Assisted in substance abuse, work, recreation, and leisure programs.
- Provided life skills counselling to Offenders.

PUBLICATIONS

Pepler, D. J., Walsh, M., Yuile, A., Levene K., Vaughan, A., Jiang, D., Webber, J. A. (2010, January 27). **Bridging the gender gap: Interventions with aggressive girls and their parents.** *Prevention Science*. doi:10.1007/s11121-009-0167-4

Spencer, S., & Webber, J.A. (2013). **Day Reporting Centres: Working Towards National Implementation.** Toronto: St. Leonard's Society of Toronto.

Stern, S. B., Webber, J.A., & Augimeri, L.K. (2009) **Ecological and Evidence-Informed Family Intervention for Juvenile Justice Practitioners.** In J. T. Andrade (Ed.). *Handbook of Violence Risk Assessment and Treatment New Approaches for Mental Health Professionals.* Springer Publishing Co.

Webber, J.A., (2012) **Institutional Corrections.** In Karla O'Regan and Susan Reid (Eds) *Thinking about criminal justice in Canada.* Toronto, ON: Edmond Montgomery Publications.

Webber, J.A., (2012) **Community Corrections.** In Karla O'Regan and Susan Reid (Eds) *Thinking about criminal justice in Canada.* Toronto, ON: Edmond Montgomery Publications.

Webber, J.A. (2010). **The difference between ecological context and treatment progress of young girls with comorbid externalizing and internalizing disorders and young girls with only externalizing disorders: Implications for clinicians.** Unpublished Dissertation, University of Toronto

Webber, J.A. (2007). **The complexity of childhood conduct disorder: The challenges of comorbidity, gender and environmental context.** Unpublished manuscript, University of Toronto

PRESENTATIONS

Refereed Symposia

Pepler, D., Yuile, A., Walsh, M., Levine, K. and Webber, J.A. (2004, May). **Earls court Girls Connection: A gender-specific program for aggressive girls.** Paper presented at the Society for Prevention Research 12th Annual Meeting, Quebec City, Quebec.

Webber, J.A. (2012, September). ***Tight budget?: No problem research is possible.*** Paper presented at International Community Corrections Association Annual Conference, Orlando, Florida.

Webber, J.A., Stern, S.B., Pepler, D. J., & Walsh, M. (2012, January). ***Do girls with comorbid externalizing disorders benefit from cognitive-behavioural treatment for disruptive disorders?*** Paper presented at The Society for Social Work Research 16th Annual Conference, Washington, D.C.

Webber, J.A., & Dill, K. (2008, October). ***The team approach.*** Roundtable discussion presentation presented at Council for Social Work Education's 54th Annual Program Meeting, Philadelphia, Pennsylvania.

Wilson, R.J., Stirpe, T., Cripps-Picheca, J.E., Webber, J.A., & Briggs, S. (2000, February). ***Treatment and supervision in community corrections: A collaborative approach.*** Open panel discussion at the 53rd Annual Convention of the Ontario Psychological Association, Toronto, ON. (See *Appendix A for presentation notes*)

Conferences

Webber, J.A., Spencer, S., Quintal, B., Elwart, M., & Morson, M. (May, 2012). ***Evaluation of the Safer Tomorrows Through Education and Play Program.*** Presentation at Humber College Showcase Conference, Toronto, ON.

Webber, J.A. (November, 2011). ***The difference between ecological context and treatment progress of young girls with comorbid externalizing and internalizing disorders and young girls with only externalizing disorders: Implications for clinicians.*** Paper presented at Child Development Institute's Annual Research Day, Toronto, ON.

Webber, J.A., (2006, May). ***Effective interventions for girls with disruptive behaviour problems.*** Presentation at the Foster Care Operators' Association of Ontario "Along the lines of Excellence" Conference, Toronto, ON.

Webber, J.A., (2006, May). ***Evaluating your practice.*** Presentation at the Foster Care Operators' Association of Ontario "Along the lines of Excellence" Conference, Toronto, ON.

Grant, B., Moser, A., Webber, J.A., Hume, L., & Murray, J. (2000, September). ***Community Treatment of Addictions.*** Open panel discussion at the International Community Corrections Association Conference, Ottawa, ON.

Webber, J.A., (1999, October). **Community Program Issues Within Correctional Service of Canada.** Presentation and workshop at the 1st Annual Community Program Officer conference sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A., (1999, May). **Community Substance Abuse Treatment Issues: Transition from Institution to Community.** Presentation at the Building Our Foundation conference sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A., & Hume, L. (1998, Dec). **Community Substance Abuse Treatment Issues: Transition from Institution to Community.** Presentation at the Building Our Foundation conference sponsored by Correctional Service of Canada, Kingston, ON.

Courses/Workshops

Webber, J.A. (2011-2012). **Team Building Workshops.** A six session professional development workshop series for staff at The Salvation Army Lighthouse Shelter, Oakville, ON.

Webber, J.A., (2009, 2010, 2012). **Introduction to Motivational Interviewing.** A two day workshop for Humber College Continuing Education department, Toronto, ON.

Webber, J.A., (2003, June). **Introduction to Motivational Interviewing.** A two day workshop for clinical staff at Earls court Child and Family Centre, Toronto, ON.

Webber, J.A., & Pitcher, B. (2002, June). **Choices Facilitator Advanced Training.** Choices Facilitator Training. A three-day intensive course for experienced program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A., & Cantin, R. (2002, March). **Introduction to Motivational Interviewing.** A three-day intensive course for Parole Officers and Program Facilitators sponsored by Correctional service of Canada, Toronto, ON.

Webber, J.A., & Pitcher, B. (2002, January). **Choices Facilitator Training.** Choices Facilitator Training. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Mississauga, ON.

Webber, J.A. & Jones, E. (2001, December) **Choices Facilitator Advanced Training.**

A three-day course for experienced program facilitators sponsored by Correctional Service of Canada, Edmonton, ON.

Webber, J.A., & Cantin, R. (2001 November). **Introduction to Motivational Interviewing**. A three-day intensive course for Parole Officers and Program Facilitators sponsored by Correctional service of Canada, Toronto, ON.

Webber, J.A. (2001, June). **Choices Facilitator Training**. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A., Cantin, R. (2001, May) **Introduction to Motivational Interviewing**. A three-day intensive course for Parole Officers and Program Facilitators sponsored by Correctional service of Canada, Toronto, ON.

Webber, J.A. (2000, December). **Choices Facilitator Advanced Training**. Choices Facilitator Training. A three-day intensive course for experienced program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A. (2000, September). **Choices Facilitator Training**. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A. (2000, May) **Introduction to Motivational Interviewing**. A three-day intensive course for Program Facilitators sponsored by Correctional service of Canada, Toronto, ON.

Webber, J.A. (1999, September). **Choices Facilitator Training**. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A. (1999, June). **Choices Facilitator Advanced Training**. Choices Facilitator Training. A three-day intensive course for experienced program facilitators sponsored by Correctional Service of Canada, Toronto, ON.

Webber, J.A., (1999, April). **Choices Facilitator Training**. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Kingston, ON.

Webber, J.A., & Long, Carmen. (1998, December). **Choices Facilitator Training**. A ten-day intensive course for program facilitators sponsored by Correctional Service of Canada, Ottawa, ON.

Webber, J.A., & Long, Carmen. (1998, April). **Choices Facilitator Training**. A ten day

intensive training course for program facilitators sponsored by Correctional Service of Canada, Toronto, ON.

PROFESSIONAL ACCOMPLISHMENTS

- Case Writing Certificate, Ivey School of Business – December 2011
- Case Teaching Method Certificate, Ivey School of Business – May 2011
- Teaching Certificate, Humber College – December 2010
- *Staff Trainer in Motivational Interviewing*, Correctional Service of Canada November 1999.
- *Living Skills Mentor*, July 1999 - Requirements include being a Certified Cognitive Skills and Anger & Emotions Management Program Facilitator, and attending a three-week mentor training.
- *Certified Anger & Emotions Management Program Facilitator*, April 1999 – Requirements include attending a two week intensive training, video tape delivery of the program, review of video tapes and final reports by Regional Trainer.
- *Regional Choices Trainer*, March 1998 – April 2002 Requirements include being a Certified Choices facilitator, being nominated by Regional Manager Correctional Programs, attending and passing a two week intensive training, attending and passing a 3 day intensive training in area of staff evaluation.
- *Certified Choices Program Facilitator*, June 1995 – Requirements include attending two-week intensive training course, being observed by Clinical Psychologist during the delivery of first two programs.
- *Certified Cognitive Skills Program Facilitator*, May 1995 –Requirements include attending a two week intensive training, video tape delivery of two programs, review of video tapes and final reports by Regional Trainer.

DOUGLAS GLEN WRIGHT

Degrees

2000 Ph.D. *Philosophy*, University of Toronto,
1992, 1995 B.A., M.A. University of Guelph

Employment History

Humber Institute of Advanced Technology and Learning: 2004 to present
University of Toronto Schools (High School): 2004 to 2005
University of Toronto: 1999 to 2004

Scholarly and Professional Activities

Peer Reviewer: Humanities Program 2009
Orientation Address to New Degree Students: Fall 2007 and 2008
Humanities Editorial Committee: 2007 to 2008
Hiring Committee (Humanities): Spring 2007
“Fair Play in Teaching Philosophy of Religion,” Keynote Address, Ontario
Philosophy Teacher’ Association Annual Meeting, University of Toronto Schools, May 2007
“Teaching Epistemology to High School Students,” Ontario Philosophy T
eachers Association Annual Meeting, University of Toronto Schools, May 2005
Commentary on Steven rice’s “Intuition in Descartes’ Mediations” 48th Annual
Congress of the Canadian Philosophical Association, Winnipeg, May 2004.

Courses Taught 2004 to Fall 2009

At Humber:

Brainstorms	once	lecture	degree level
Ethics	twice	lecture	degree level
How Is Society Possible?	twice	lecture	degree level
Humanities	23 times	lecture	diploma level
Humanities	once	on-line	diploma level
Person, Mind, and Body	4 times	lecture	degree level
Power 701	once	lecture	degree level
Power 702	twice	lecture	degree level
The Good Life	8 times	lecture	degree level

At UTS:

Philosophy	once	lecture / activities	grade 11
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At University of Toronto:

Philosophy and Literature	once	lecture	degree level
Politics and Education	once	lecture	degree level
Introduction to Philosophy	once	lecture	degree level
Philosophy of Education	twice	lecture	degree level
Philosophy of Sexuality	once	lecture	degree level
Theories of Self	once	independent study	senior undergraduate

Publications

Autobiography as Philosophy, co-editor with Thomas Mathien, Routledge, 2006

“Montaigne: Philosophy Without Heroism” in *Autobiography as Philosophy*

“The Subject of Nietzsche’s Ecce Homo” in *Autobiography as Philosophy*

“Introduction” with Thomas Mathien in *Autobiography as Philosophy*

“Rousseau’s Confessions: The Tragedy of Teleology” (Refereed) *The Journal of Social and Political Thought*, January 2003, Volume I, Number 4

MASOOD ZANGENEH

DEGREES

Doctor of Literature and Philosophy, Department of Psychology, University of South Africa, Pretoria, South Africa July 2012

Schedules for Clinical Assessment in Neuropsychiatry (SCAN) – Certificate, Clinical Internship, Queen Mary Hospital, Nottingham University, Nottingham, UK 2005

Structured Clinical Interview for DSM Disorders (SCID) – Certificate, Clinical Internship, Centre for Addiction and Mental Health, University of Toronto, 2005

Master of Educational Psychology (M.Ed.), Concentration: Counselling Psychology. Mount Saint Vincent University, Halifax, Canada, 2003

Honours Bachelor of Science – Psychology, University of Toronto, 1999

EMPLOYMENT HISTORY

- 2010-2011** Director, Research & Knowledge Transfer Portfolio – Professional Advanced Services in Mental Health & Addiction, Toronto, Canada (contract)
- 2006-2009** Research Centre Manager, Centre for Research on Inner City Health, St. Michael's Hospital, Toronto, Canada (contract)
- 2005-2006** Visiting Researcher – UNODC funded internship, Addiction Research Foundation of South Africa, Pretoria, South Africa
- 1999-2005** Cross-appointed Researcher, Centre for Addiction and Mental Health, Toronto, Canada
COSTI Immigrant Services, Toronto, Canada (contract)
- 1995-1998** Sexual Assault Assistant Officer, Counselling and Learning Centre, University of Toronto, Canada

SCHOLARLY AND PROFESSIONAL ACTIVITIES

- 2006-Present** Editor-in-Chief
International Journal of Mental Health and Addiction



Springer Science & Business Media
<http://springer.com/public+health/journal/11469>

- 2012-Present** Co-Editor
International Journal of Child and Adolescent Resilience – an official publication of the International Society of Child and Adolescent Resilience
- 2003-2006** Editor-in-Chief
eCommunity: International Journal of Mental Health and Addiction, Canada
- 2006-Present** Executive Editor, Chinese Journal of Drug Dependence, China
- 2005-Present** Editor, Advances in Mental Health, Australia
- 2008-Present** Editor, International Journal of Criminology and Sociological Theory, Canada
- 2003-Present** Reviewer, Canadian Journal of Public Health, Canada
- 2004-Present** British Journal of Medicine, United Kingdom
- 2004-Present** Reviewer, Shiraz Journal of Internal Medicine, Iran
- 2012-2015** Vice President (appointed), Research and Knowledge Mobilization, International Society of Child and Adolescent Resilience www.is-car.ca
- 2007** Consultant, Professional Development and Capacity Building, National Research Center of Medical Sciences (NRCMS), Iran
- 2007** Consultant, Network Building Project, International Institute of Health Studies, Sudan
- 2005** Consultant, Cultural Sensitivity Project, Psychological Medicine Hospital, Kuwait
- 2004-Present** International Think Tank on Gambling Research, Policy and Practice, Gambling and Addictions Research Centre, AUT University
- 2009-Present** Child Health and Nutrition Research Initiative (CHNRI)

2010-Present	Curriculum Committee – Psychology program, University of Guelph-Humber
2008-Present	Planning Committee, Knowledge Transfer and Exchange Community of Practice
2007-Present	Practicum Advisory Committee, Department of Social Work, University of Toronto, Canada
2007-2008	Practicum Advisory Committee, Department of Social Work, York University, Canada
2007-2008	Practicum Advisory Committee, Department of Social Work, Ryerson University, Canada

RESEARCH FUNDING

- Qualitative Research Regarding Gender Barriers against Improved Reproductive Health Services in Afghanistan. (Funded by Constella Futures/HSSP and UNFPA)
- “Do You See What I See”: Gender-Differentiated Gambling and Problem Gambling Perception, A Combined Qualitative-Quantitative Concept Mapping Method. (Funded by the Ontario Problem Gambling Research Centre)
- Gambling in ethnic adolescent populations: An exploratory study of the utility of Problem Behaviour Theory as an explanatory framework. (Funded by the Ontario Problem Gambling Research Centre)
- Psychosocial Needs Assessment. (Funded by the Parkinson Society of Canada)
- Lottery system of compensation among university students (Funded by the Professional Advanced Services)
- Cultural Self-Identification among Iranian Post-Secondary Students Abroad. (Funded by the Professional Advanced Services)
- Iranians living in Toronto: Attitudes and practices of gambling and help-seeking behaviour, a preliminary study about Iranian refugees and immigrants in Toronto. (Funded by the Ontario Problem Gambling Research Centre)
- Assessment of the need for more Counselling/Clinical Psychology graduate programs in Toronto. (Funded by the Professional Advanced Services)
- Knowledge Transfer. (Funded by the Ontario Problem Gambling Research Centre)

CONFERENCE PRESENTATIONS

May 20-22, 2012 Conference on Psychology and Social Harmony, Shanghai, China

Mar 17-20, 2011	Cultural Diversity and Health; Addiction Medicine Conference, Los Angeles, USA
Apr 7-10, 2011	Cultural Diversity and Health; Psychological Medicine Symposium, Auckland, New Zealand
Apr 15-17, 2011	Cultural Diversity and Health; University of Sydney Graduate Symposium, Sydney, Australia
June 26-29, 2011	Education, Health and Cultural Diversity; Higher Education Conference, New York, USA
Feb 11-14, 2010	How to publish successfully; Asian Addiction Conference, Hong Kong, China
June 15-18, 2010	How to publish successfully; University Health Network Conference, Toronto, Canada
Aug 12-14, 2010	How to publish successfully; Interprofessional Conference, Tokyo, Japan
Oct 3-6, 2010	Mental health and knowledge transfer; South American Alternative Medicine Conference, Santiago, Chile
Feb 24-26, 2009	How to publish successfully; University Health Symposium, Montreal, Canada
Mar 10-14, 2009	Mental health and knowledge transfer; Iranian Psychology Conference, Tehran, Iran
July 20-24, 2009	Mental health and knowledge transfer; UNISA Conference, Pretoria, South Africa
Aug 21-24, 2009	Mental health and knowledge transfer; Health Frontier Conference, Agropoli, Italy
Jan 13-16, 2008	Cultural Diversity and Health; Inter-university Conference, Virginia, USA
Mar 15-17, 2008	Mental health and knowledge transfer; Political Psychology Conference, London, United Kingdom
Aug 10-14, 2008	How to publish successfully; Addiction Conference, Kuwait

Apr 16-19, 2007	Suicide and gambling among youth; World Mental Health Conference, Paris, France
July 24-26, 2007	How to publish successfully; Addiction Symposium, Athens, Greece
Aug 10-12, 2007	Mental health and knowledge transfer; Social Psychology Conference, Honolulu, Hawaii
Oct 15-19, 2007	Cultural Diversity and Health; Gambling Conference, Toronto, Canada
Nov 24-26, 2006	Gambling in ethnic adolescent populations: An exploratory study of the utility of Problem Behaviour Theory as an explanatory framework (Zanganeh M & Mann R); National Association for Gambling Studies (NAGS) International Conference, Sydney, Australia
Nov 24-26, 2006	The role of Motivational Style and Acculturation Stress in the Development of Problem Gambling among Immigrant Youth (Zanganeh M & Nouroozifar M); National Association for Gambling Studies (NAGS) International Conference, Sydney, Australia
2004	Participant Compensation and its Implications (Zanganeh M & Turner N); Insight Nova Scotia Conference: Myths, Reality and Ethical Public Policy
2003	The use of life charts to understand problem gambling; Responsible Gambling Council (Ontario) Conference, Toronto, Canada
2003	Poor impulse control, stress, depression, early wins, and a lack of knowledge: pathways to problem gambling; Conference Proceedings of the 12 th International Conference on Gambling and Risk Taking
2002	The Development of Culturally Appropriate Service Models for Addressing Gambling Issues and Preliminary Findings of Research Conducted with Six Ethno-Cultural Communities; Responsible Gaming Council – Discover Conference, Niagara Falls
March 2001	Psychological research and ethical considerations: A critical perspective; Seminar series of the Iranian Psychological Association of Ontario

- 2001 The development of an experiential approach to preventing problem gambling; Poster presentation, American Psychological Society Annual Convention, Toronto, Ontario
- 2001 Psycho-Structural Cybernetics model of Problem Gambling; Poster presentation, The Canadian Foundation on Compulsive Gambling Annual Conference, CFCG Innovation, Toronto, Ontario

PUBLICATIONS

Peer-reviewed Publications

- 2012** Rana, A.Q., Owlia, A., **Zangeneh**, M., Siddiqui, I., Fattah, A., and Awan, N. Differential and Common Correlates of Non-Suicidal Self-Injury and Alcohol Use among Community-Based Adolescents. *International Journal of Mental Health & Addiction*. DOI 10.1007/s11469-012-9386-1
- In review** **Zangeneh**, M. & Vahed, R (in review). PTSD and AIDS/HIV among immigrant Lesbians, Gays, Bisexuals, Trans-sexuals and Queers- A systematic literature review.
- In review** **Zangeneh**, M. (in review). Use of Social Media in social harmony: issues and challenges.
- 2010** **Zangeneh**, M., Mann, R (2010). Gambling in ethnic adolescent populations: An exploratory study of the utility of Problem Behaviour Theory as an explanatory framework. *International Journal of Mental Health & Addiction*. 8(1): 51-69.
- 2009** Barmaki, R., & **Zangeneh**, M. (2009). Canadian Dream, Capitalism, and the State: Structural Conditions of Youth Gambling in Canada. *International Journal of Mental Health & Addiction*. 7 (4): 572-587.
- 2008** **Zangeneh**, M., Barmaki, R., Wood, Levitan, M, Romeo, R. (2008). Lottery, participant compensation and graduate students. *International Journal of Mental Health & Addiction*. 6 (4): 517-521.
- 2007** **Zangeneh**, M., Barmaki, R., Ala-leppilampi, K., & Peric, T. (2007). The Potential Role of Physical Exercise in Addiction Treatment and Recovery: The social costs of substance misuse. *International Journal of Mental Health & Addiction*. 5(3): 210-218.

- 2007** Turner, N.E., Fritz, B., & **Zangeneh**, M. (2007). Images of Gambling in Film. *Journal of Gambling Issues*: 20
- 2007** Turner, N., Macdonald, J., Bartoshuk, M., and **Zengeneh**, M. (2007a). Adolescent gambling behaviour, attitudes, and gambling problems. *International Journal of Mental Health & Addiction*.6(2), 238-243
- 2007** Turner, N., Macdonald, J., Bartoshuk, M., and **Zengeneh**, M. (2007b). The evaluation of a one-hour prevention program for problem gambling. *International Journal of Mental Health & Addiction*. 6(2), 238-243
- 2006** Turner, N.E., **Zangeneh**, M., Littman-Sharp, N. (2006). The experience of gambling and its role in problem gambling. *International gambling studies*, 6 (2): 237-266
- 2006** **Zangeneh**, M. (2006). A Step towards Academic Inclusiveness. *International Journal of Mental Health & Addiction*, 4(2): 70-80
- 2006** **Zangeneh**, M. and Nouroozifar, M. (2006). Mental Health and Addiction State of Ethnocultural/racial Communities. *International Journal of Mental Health & Addiction*, 4(4).
- 2006** Flanagan, JM, Popenkitye, V., Pozdniakovaite, N., Sobolev, M., Assadzadeh, A., Schumacher, A., **Zangeneh**, M., Lau, L., Virtanen, C., Wang, S., and Petronis, A. (2006). Intra- and Interindividual Epigenetic Variation in Human Germ Cells. *American Society of Human Genetics*, 79 (1).
- 2005** **Zangeneh**, M., Nouroozifar, M., and Kantini, E. (2005). Acculturation Stress and Drug Use Among Iranian Youth. *Shiraz E-Medical Journal*, 5 (3).
- 2005** **Zangeneh**, M. (2005). Suicide and gambling. *Australian e-Journal for the Advancement of Mental Health* 4(1).
- 2005** **Zangeneh**, M., Sadeghi, N., and Sharp, N. (2005). Iranians living in Toronto: Attitudes and practices of gambling and help-seeking behavior, a preliminary study about Iranian refugees and immigrants in Toronto. *Shiraz E-Medical Journal*, 5 (1).

- 2004** Grunfeld, R., **Zangeneh**, M., & Grunfeld, A. (2004). Stigmatization dialogue: Deconstruction and content analysis. *eCOMMUNITY: International Journal of Mental Health & Addiction*, 1(2).
- 2003** **Zangeneh**, M. and Haydon, E. (2003). Psycho-Structural Cybernetic Model, Feedback and Problem Gambling: A new Theoretical Approach. *eCOMMUNITY: International Journal of Mental Health & Addiction*, 1(2).
- Book Publications*
- 2010** **Zangeneh**, M. (2010). From Research to Practice: A Knowledge Transfer Planning Guide. PAS publishing.
- 2007** **Zangeneh**, M. Blaszczynski, A., and Turner, N. (Eds.). In the Pursuit of Winning: Problem Gambling Theory, Research and Treatment. New York: Springer, 2007.

COURSES TAUGHT IN PAST FIVE YEARS

HUMBER COLLEGE ITAL

RSMT 201 - Qualitative Research Methods (University – Classroom)
 Psyc 200 – Intro to Psychology (University – Classroom)
 Psyc 403 – Social Psychology (University – Classroom)
 Psyc 001 – Intro Psychology (College – Classroom/CE)
 Psyc 002 – Psychology Development (College – Classroom)
 Psyc 003 – Social Psychology (College – Classroom/CE)
 Psyc 004 – Abnormal Psychology (College – Classroom/Online)

UNIVERSITY OF GUELPH-HUMBER

Psyc 4120 – Culture and Diversity
 Psyc 3170 – Persuasion and Facilitation

UNIVERSITY OF TORONTO

Factor-Inwentash Faculty of Social Work
 Area of teaching: Research practicum (MSW degree- classroom based)

CENTENNIAL COLLEGE

Psychology (diploma- classroom based), Addiction Seminar (diploma- classroom based), Stress Management (diploma- classroom based), Consumer Psychology (degree & diploma- classroom based).

SHERIDAN COLLEGE

Psychology (diploma- classroom based), Addiction (diploma- classroom based).

INTERNATIONAL INSTITUTE OF HEALTH STUDIES, OTTAWA

Knowledge Transfer & Exchange (professional workshop- classroom based), Qualitative Research (professional workshop- classroom based) .

VIRGINIA COMMONWEALTH UNIVERSITY

School of Rehabilitation Medicine
Gambling (M.A. degree- online).

Zeyl, Jonathan

DEGREES

McMaster University, Hamilton, Ontario, 2006-2008
M.A. in Religious Studies, Social Sciences

Institute for Christian Studies, Toronto, Ontario, 2004-2006
M.A. in History of Philosophy, Humanities

Calvin College, Grand Rapids, Michigan, 1999-2003
B.A. in History & Minors in Psychology and Religion

EMPLOYMENT HISTORY

September 2008 to present	Professor	Humber College, Toronto, ON
January 2010 – August 2012	Partial-load professor	Sheridan College, Oakville, ON
September 2006 – August 2008	Teaching assistant	McMaster University, Hamilton, ON

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Scholarly papers

“Augustine and the ‘literal’ meaning of the Genesis creation narrative.” *The Canadian Society for Patristic Studies*, Congress of Humanities and Social Sciences. Carleton University, Ottawa, Ontario, May 2009.

“The recreation of the self in Augustine’s *Confessions* book XIII: from opacity to transparency.” *The Canadian Society for Patristic Studies*, Congress of Humanities and Social Sciences. York University, Toronto, Ontario, May 2006.

“Wilfred Cantwell Smith and the development of belief.” *Midwest Society for Christian Philosophers*, Lincoln, Indiana, April 2005.

Scholarly activities

“Reading history through the eyes of religion: the unsettling thought of Herbert Butterfield.” Symposia, Institute for Christian Studies and the University of Toronto, December 2005. Invited respondent.

"To be or not to be: A Buddhist Concept of the no-self." *World Religions*, 345. Redeemer University College. March 6, 2008. Invited guest lecturer.

Professional activities

Professional experience and certificate	
TCPS 2: Core (Research Ethics Certificate)	January 2012
Faculty Mentor, Continuing Education, LAS	Sep 2010 to present
Humanities Tutor	Sep 2010 to Aug 2011
Blackboard Clinic for Online Teachers	December 2009

Course development:

Revised online World Religion course	August 2011
Designing online Ethical Issues course	May-August, 2012

Research Funding

McMaster Graduate Scholarship. McMaster,	Sep-Aug, 2007-2008
McMaster Graduate Scholarship. McMaster,	Sep-Aug, 2006-2007
Institute for Christian Studies Dean's Scholarship,	May, 2007
Institute for Christian Studies Dean's Scholarship,	May, 2006
Dean's List, Calvin College, 2003	

PUBLICATIONS

Jeremy R. Carrette, *Foucault and Religion: Spiritual Corporality and Political Spirituality* (Routledge, 2000) in *Foucault Studies* Vol. 3. pp. 150-153.

Philip Sheldrake, *A Brief History of Spirituality* (Oxford, 2007) in *Heythrop Journal of Philosophy and Theology*, Vol. 49 pp. 342-343.

Philip Burton, *Language in the Confessions of Augustine* (Oxford, 2007) in *Heythrop Journal of Philosophy and Theology*, Vol. 50 pp. 711-713.

Ellen K. Feder, *Family Bonds: Genealogies of Race and Gender* (Oxford, 2007) in *Foucault Studies* Vol. 7. pp. 142-143.

Richard Burrige, *Imitating Jesus: An Inclusive Approach to New Testament Ethics* (Eerdmans, 2007) in *Heythrop Journal of Philosophy and Theology* (forthcoming).

John Betz, *After Enlightenment: Hamann as a Post-Secular Visionary* (Wiley-Blackwell 2008) in *Heythrop Journal of Philosophy and Theology* (forthcoming).

COURSES TAUGHT IN PAST FIVE YEARS

HUMBER COLLEGE ITAL

Humanities (regular and ESL stream) (College – Classroom & Online)
Philosophy of Love and Sex (College – Classroom & Online)
Ethical Issues
World Religions (College – Classroom & Online)
Business Ethics
Ethics and Moral Issues (degree)

SHERIDAN COLLEGE

Philosophy of Religion
Perspectives on World Issues
Humanities and Western Civilization
Paths of Faith
Philosophy of Love and Sex

Dr. Kate Zhang

Degrees

Ph.D., Applied Mathematics - Memorial University, NL, Canada - 2006

M.Sc., Applied Mathematics - Central China Normal University, China – 2003

B.Sc., Education of Mathematics - Central China Normal University, China - 2000

Additional Certifications

CSC - Canadian Securities Course, Canadian Securities Institute - February 2008

Society of Actuary Financial Mathematics Exam (Grade: 8/10) - November 2007

Society of Actuary Probability Exam (Grade: 10/10) - August 2007

Employment History

2008 – present Professor
Humber College Institute of Technology and Advanced Learning

2007 – 2010 Coordinator
Math Centre, Lakeshore Campus
Humber College Institute of Technology and Advanced Learning

2008 – 2010 Instructor
Department of Business, University of Guelph- Humber

2006 – 2007 Instructor
Department of Mathematics and Statistics
University of New Brunswick, Fredericton, NB

2006 – 2007 Post-doctorate Fellow
Department of Mathematics and Statistics
University of New Brunswick, Fredericton, NB

2003 – 2006 Research Assistant and Teaching Assistant



Department of Mathematics and Statistics
Memorial University of Newfoundland, St. John's, NL

Scholarly and Professional Activities

Translator Global Disability Research in Sport and Health Network,
Jan 2010-May, 2010 <http://www.globaldisabilityresearch.ca/>

Executive Member Hubei Chinese Association of Canada,
Toronto, ON, 2007- Present. <http://www.hbtxh.com/>

Presenter "Math centre at the Humber College", *Ontario
Colleges Mathematics Association (OCMA) 2009 Annual
Mathematics Conference*, Orillia, ON, 2009.

Coordinator New Brunswick Provincial Math Camp, Fredericton,
NB, 2007.

Presenter "Asymptotic Behavior of A Reaction-Diffusion Model
With A Quiescent Stage", Canadian Mathematics Society (CMS)
2006 winter meeting, Toronto, ON, 2006.

Organizer Memorial University International Students
Association, Welcome Program, St. John's, NL, 2005.

Presenter "Global Dynamics of A Non-autonomous Predator-Prey
System with Dispersion", International Conference on Nonlinear
Dynamics and Evolution Equations, St. John's, NL, 2004.

Liaison between the Central China Normal University and
the Chinese Youth Volunteer Network, Wuhan, China, 1997
- 2000.

Research Funding and Awards

2006	Fellow of the School of Graduate Studies , Memorial University, NL
2003 – 2006	Graduate Fellowship , Memorial University, NL,
2003 – 2006	NSERC (Natural Sciences and Engineering Research Council of Canada) and MITACS (Mathematics of Information Technology and Complex Systems)

2000-2003 **Excellence Scholarship (Graduate)** Central China Normal University, China

1996-2000 **Excellence Scholarship (Undergraduate)**, Central China Normal University, China

Publications

2009 “Multiple Bifurcations of A Generalized Predator-Prey System,” *Discrete and Continuous Dynamical Systems-Series B*, 8 (2009), no. 2, 417-433. (with D.Xiao)

2008 “Spreading Speed and Traveling Waves For a Spatially Discrete SIS Epidemic Model,” *Nonlinearity* 21 (2008) 97-112. (with X.Zhao)

2008 “Asymptotic Behavior of A Reaction-Diffusion Model With A Quiescent Stage,” *Proceedings of the Royal Society A*, 463 no. 2080, 1029-1043. (with X.Zhao)

2007 “Global Dynamics of A Non-autonomous Predator-Prey System with Dispersion,” *Dynamics of Continuous, Discrete and Impulsive Systems*, 14 (2007), 81-97.(with X.Zhao)

2007 “A Periodic Epidemic Model in a Patchy Environment,” *Journal of Mathematical Analysis and Application*, 325 (2007), no. 1, 496--516. (with X.Zhao)

2003 “Qualitative analysis of a reversible biochemical dynamic system,” *Journal of Central China Normal University Natural Science*, 37(2003), 461-463. (with Y.Li)

Courses Taught in Past Five Years

2010 BMAT 220: Mathematics of Finance
Classroom based, Humber College

BMAT210 – Financial Mathematics for Accounting Students
Classroom based, Humber College

BSTA 300 – Business Statistics
Classroom based, Humber College

BSTA 450 – Quantitative Methods
Classroom based, Humber College

TMAT 114 – Mathematics 1
Classroom based, Humber College

STAT 102 – Statistics for Business
Classroom based, Degree level, Humber College

STAT233 – Quantitative Methods for Business
Classroom based, Degree level, Humber College

2008 – 2010 BMAT220 – Mathematics of Finance
Online, Humber College

2008-2010 SCMA 1000 – Business Statistics
Classroom based, University of Guelph-Humber

2006 – 2007 MATH1833 – Finite Mathematics for management Sciences
Classroom based, University of New Brunswick

MATH 0863 – Pre-calculus
Classroom based, University of New Brunswick

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Section 6B: Faculty CV's – Non-Core Faculty

ANGELA AUJLA

DEGREES:

- present Doctor of Philosophy, (in progress)
Department of Sociology, York University, Toronto, ON.
Areas of Specialization: Diaspora Studies, Multiculturalism, The Family, Gender Studies and Feminist Theory, Mass Media, Citizenship Studies.
- 09-99 Master of Arts, Sociology & Anthropology
First Class Standing, Simon Fraser University, Vancouver, B.C.
Thesis: Contesting Identities in Diasporic Spaces: Multigenerational South Asian Canadian Women's Literature.
- 09-97 Bachelor of Arts
Simon Fraser University, Vancouver, B.C.
Sociology and Anthropology, joint major.
Political Science, extended minor.
- 07-97 Certificate of Liberal Arts
Simon Fraser University, Vancouver, B.C.
- 05/00 University Teaching and Learning Course (UTAL 5000)
Centre for the Support of Teaching, York University, Toronto, ON.
- 04/98 Instructional Skills Workshop (ISW)
Centre for University Teaching, Simon Fraser University, Vancouver, B.C.
- 10/98 Anti-Racism, Anti-Semitism and Anti-Homophobia Workshop
York University Women's Centre, York University, Toronto, ON.

TEACHING EXPERIENCE

- 06/02-08/02 Instructor
Courses: Humanities
Liberal Arts and Sciences Department, Humber College

01/02-05/02 Instructor
 Courses: The Sociology of Cultural Difference
 Humanities
 Liberal Arts and Sciences Department, Humber College

10/01-12/01 Instructor
 Course: Urban Geography
 Liberal Arts and Sciences Department, Humber College

09/01-04/02 Teaching Assistant
 Course: Women, Work and the Family
 School of Social Science, Atkinson College, York University

09/01-04/02 Teaching Assistant
 Course: Sociology of the Family
 Department of Sociology, York University

09/00-04/01 Teaching Assistant
 Course: Sociology of the Family
 Department of Sociology, York University

09/00-04/01 Teaching Assistant
 Course: Sociology of Health and Illness (Distance Education)
 School of Social Science, Atkinson College, York University

09/99-04/00 Teaching Assistant
 Course: Sociological Perspectives
 Department of Sociology, York University

01/98-04/98 Teaching Assistant
 Course: Introduction to Sociology
 Department of Sociology and Anthropology,
 Simon Fraser University

09/97-12/97 Teaching Assistant
 Course: Introduction to Sociology.
 Department of Sociology and Anthropology,
 Simon Fraser University

RESEARCH AND EDITING EXPERIENCE

- 05/02-09/02 Research Assistant
Assisting with course re-design of “Sociology of the Family”.
Department of Sociology, York University, Toronto, ON.
- 06/01-09/01 Editorial Research Assistant
“Citizenship: An Interdisciplinary Reader”, Rosemary J. Coombe and
Greg Nielsen, eds. (forthcoming, Blackwell Press)
School of Social Science, York University, Toronto, ON.
- 05/01-07/01 Editor, Student Handbook
“The Global Citizen”
York Federation of Students, York University, Toronto, ON.
- 09/98-present Editor, Arts and Culture Section
The Atkinsonian Newsmagazine
Atkinson College, York University, Toronto, ON.
- 09/98-06/99 Interviewer
Institute for Social Research, York University, Toronto, ON.
- 09/98-08/99 Resource Coordinator
York University Women’s Centre, York University, Toronto, ON.
- 05/97-08/97 Research Assistant
Economics Department
Simon Fraser University, Vancouver, B.C.
- 05/97-07/98 Copy Editor
Peak Publications Society
Simon Fraser University, Vancouver, B.C.

SCHOLARLY AND PROFESSIONAL ACTIVITIES

PAPERS PRESENTED AT ACADEMIC CONFERENCES

“Religious and Cultural Complexities of the Sikh Diaspora” A Global Approach Against
Discrimination: Sikh Human Rights Group Conference 2002. Session: Defining Sikhs. York
University, Toronto, March 31, 2002.

“Multicultural Dream Weavers: The Dangerously Benevolent Racism of the Canadian Media” Congress of the Social Sciences and Humanities. Socialist Studies. Session: Media Matters. Universite Laval, May 28, 2001.

“Queer Diasporic Indian Cinema and Literature: Disrupting Eurocentric Classifications and Transgressing Cultural Expectations” Congress of the Social Sciences and Humanities. Canadian Gay and Lesbian Studies Association. Universite Laval, May 26, 2001.

“At the Borders of National Belonging.” Present and Accounted For: Sociology of the Here and Now: Third Annual Sociology Graduate Conference. Session: Migrations of the National. York University, May 27-28, 2001.

“Orientalizing the ‘Other’ Woman: The Imposition of Western Feminism”. Bridging Divides. Session: Rethinking Women’s Identities and Roles in the Global Age. University of Toronto, May 16-18, 2001.

“Anthropology in the Borderlands: Shifting Power Relations Between Anthropologists and ‘Informants’.” 17th Qualitative Analysis Conference. Dirty Work: Social Process and Meaning in Ethnography. Session: The Insider/Outsider Perspective. University of New Brunswick and St. Thomas University, May 18-21, 2000.

“‘Modern’(Western) vs. ‘Traditional (South Asian): Eurocentric Assumptions in the Study of South Asian Canadian Women.” 12th Annual Feminist Colloquium. York University, March 16-17, 2000.

“Interrogating Hybridity and Defining Diaspora: Exclusion, Confusion and Delusion.” Bodies, Boundaries and Institutions: Things Fall Apart. Second Annual Sociology Conference. Session: Transporting Bodies, Displacing Culture. York University, Glendon College, March 11-12, 2000.

“Transections and Transgressions: Gender and Identity in South Asian Canadian Cultural Production.” Transecting Bodies, Publics, Cultures: the 1999 Graduate Students Colloquium. Session: Transecting Canada. York University, March 2-3, 1999.

“Remapping ‘the South Asian Woman’: Contested Identities and Sites of Resistance in South Asian Canadian Cultural Production.” Pressing Matters: The Politics of Print. Session: Subjecting Women/Women as Subject: The Literary Production of Female Identity. Simon Fraser University, Halpern Centre, February 7, 1999.

“Shifting Relations of Power in Ethnographic Representation.” Reading, Rhetoric and Representation: The Politics of Writing and Representation. Session: Ethnography I. University of British Columbia, Green College, March 13, 1998.

GUEST LECTURES

“Women, Work and Anti-Racist Feminism,” Course: Women, Work and the Family, AK/SOCI 3860. School of Social Sciences, Atkinson College. February 21, 2002.

“‘Preferred’ and ‘Non-Preferred’ Immigrants: A Historical Look at Canadian Citizenship and Immigration,” Course: Women, Work and the Family, AK/SOCI 3860. School of Social Sciences, Atkinson College. October 18, 2001.

“War, Lies, Free Speech and Third World Women,” Anti-War Coalition Rally, Vari Hall, York University. October 18, 2001.

“Racism, Islamophobia and the ‘New War’,” CUPE 3903 Anti-Racist Working Group Teach-In, Vari Hall, York University. October 10, 2001.

“Racialized Immigration Policies and Canadian Families,” Course: Sociology of The Family, SOCI 3660. Department of Sociology, York University. April 18, 2001.

WORKSHOPS

“Mid-Term Blahs: Generating Interest and Energy in Tutorials,” (with Guy Letts) Centre for the Support of Teaching, York University. November 7, 2001.

“Cultural Diversity and Human Rights,” NGO Forum, UN World Conference Against Racism, Xenophobia and Related Intolerance, University of South Africa. August 30, 2001.

INTERVIEWS

“Covered and Bound,” Toronto: CHRY Radio. January 15, 2001. (Interviewed by CHRY regarding publication in “Bolo! Bolo! Second Generation South Asian Writing in North America”).

“5 Live,” London, England: BBC Radio. April 17, 1998. (Interviewed by BBC regarding publication, “Babar as Colonial Subject”).

SCHOLARSHIPS, GRANTS AND BURSARIES

Grants and Funds:

Professional Development Fund, CUPE 3903, York University, July 2001, \$125.

Research Costs Fund, Faculty of Graduate Studies, York University, May 2001, \$400.

Graduate Development Fund, Faculty of Graduate Studies, York University, April 2001, \$125.

Graduate Development Fund, Faculty of Graduate Studies, York University, April 2000, \$200.

PUBLICATIONS

Refereed Publications:

“Hybridity, Negotiation and Change: Arranged Marriage in South Asian Canadian Families” Voices: Essays on Canadian Families, 2nd edition. Marion Lynn, ed. Toronto: ITP Nelson. (forthcoming January 2003).

“Others in Their Own Land: Second Generation South Asian Canadian Women, Racism, and the Persistence of Colonial Discourse” Canadian Woman Studies/les cahiers de la femme v.20, i.2. Summer 2000:41-47.

“Second Generation Growing Pains” Bolo!Bolo! A Collection of Writings by Second Generation South Asians Living in North America, The Kitchen Table Collective, eds. Toronto: SAPNA, 2000:290-294.

“Contesting Identities in Diasporic Space: Multigenerational South Asian Canadian Women’s Literature.” MA Thesis; Vancouver: Simon Fraser University, October 1999.

“Becoming ‘Canadian’: A Review of Canadian Literature by Visible Minority Writers” The Bulletin: A Co-Publication of the Social Policy Issues and the Ethnic and Intercultural Relations Programmes, Simon Fraser University, v.10, i.1. March 1997:5-8.

“Cultural Diversity and the Learning Process” The Bulletin: A Co-Publication of the Social Policy Issues and the Ethnic and Intercultural Relations Programmes, Simon Fraser University, v.9, i2. June 1996:3.

Articles on Diasporic Cultures, Gender and Racism:

“The Inscription of the Never Said: South Asian Canadian Women’s Writing” The Atkinsonian, York University, v.35, 1.6. May 2001:11-12.

“Exotic Encounters: (Post)Colonial Constructions of South Asian Women” The Atkinsonian, York University, v.33, i.2. November/December 1999:17.

“Rewriting ‘Official’ History: Placing Black Cultures in the Canadian Landscape” The Atkinsonian, York University, v.31, i.11. November 1998:18-19.

“Reinscribing the South Asian Body” Antithesis, v.4, i.3. Fall 1998:10-12.

“The Global Village is a Myth, Argues Leading Indian Scholar” The Peak, v.2, i.8. June 22, 1998:7.

“The Mahatma Would not be Pleased” The Peak, v.2, i.6. June 8, 1998:2.

“The Colour Bar of Beauty” The Peak, v.98, i.1. May 4, 1998:8-9.

“English Border Crossings” The Peak, v.95, i.12. July 21, 1997:9-10.

“Babar as a Colonial Subject” The Peak, v.97, i.11. July 14, 1997:3.

“Caste as Woman: ‘Izzat’ and ‘Larai’ in Northern India” The Peak v.97, i.9. June 30, 1997:6-7.

“Growing Up Indo-Canadian in the ‘70s: Celia’s Story” Braid: A Cultural Weave of the Indian and the Canadian, v.1, i.1. March 1997:2-3.

“Mistaken Identity” (with Guy Letts) The Peak, v.97, i.9. October 28, 1996:12-14.

“The Coconut Complex: Uncovering the Indo-Canadian Culture Conflict” (with Jasmine Chehil) The Peak, v.95, i.13. December 5, 1995:12-13.

Articles on Education and Mass Media:

“SFU Then and Now: from Revolution to Resignation” The Peak, v.2, i.12. August 20, 1998:9-10.

“(Selective) Freedom of the Press” The Peak, v.2, i.10. August 6, 1998:8-9.

“Virtual University Virtually Useless” The Peak, v.97, i.6. June 9, 1997:2.

“Eurocentricity and Academia” The Peak, v.96, i.3. September 1996:7.

Articles on Arts and Culture:

Reviews:

“India Under Western Eyes: A Review of Digvijay Singh’s Maya” [MyBindi.com](#) (forthcoming May 2002).

“Richard Attenborough’s Grey Owl: (Re)consuming the ‘Noble Savage’” (film review) [The Atkinsonian](#), York University, v.33, i.2. November/December 1999:26.

“‘Primitive’ Displays’: The Couple in the Cage” [The Atkinsonian](#), York University, v.33, i.2. November/December 1999:25.

“Black Box Theory” (exhibit review) [The Atkinsonian](#). York University, v. 35, i.5. April 2001:9.

“Phillipe Van Snick: Hybridizing Painting and Sculpture: Van Snick Exhibition at the AGYU” (exhibit review) [The Atkinsonian](#), York University, v.33, i.2. November/December 1999:20.

“Bread out of Stone: Recollections on Sex, Recognition, Race, Dreaming and Politics” by Dionne Brand. Vintage, 1994 (book review) [The Atkinsonian](#), York University, v.31, i.10. October 1998:18.

Photo Essays and Poetry:

“Haida Art—from Mythology to Commodity” (with Guy-Kirby Letts). [The Atkinsonian](#). York University, v.33, i.3. Feb. 2000: 24-25.

“The Art Around Us: Atkinson’s Public Art Project” [The Atkinsonian](#). York University, v. 33, i. 5. May 2000:10-11.

“The Nature of Cities: A Photo Essay of Kortright Conservation Centre” (with Guy-Kirby Letts). [The Atkinsonian](#), York University, v.33, i.2. November/December 1999:18-19.

“Kenneth’s Shoes” (poem) [WestWord Literary Journal](#), v.1, i.1, Fall 1995:22

MICHAEL ANTHONY BADYK

DEGREES

M.Sc. Master of Science (Environmental Geography)

B.Sc. Bachelor of Science (Science Geography Major, Biology Minor)

EMPLOYMENT HISTORY

Sept. 1992 - Present **HUMBER COLLEGE ITAL**

SCHOLARLY AND PROFESSIONAL ACTIVITIES:

2005-Present "The Nature of Ontario Study Guide" (several print and CD versions)
Discovering Dinosaurs – new course beginning January 2010

2005-Present Regional Municipality of Halton Agreement Forest Management Plan Committee
Member 2005-2006
Member - Royal Canadian Geographic Society
Member - Federation of Ontario Naturalists
Former member - Ontario Association For Geographic and Environmental Education

COURSES TAUGHT IN PAST FIVE YEARS:

HUMBER COLLEGE ITAL: Origins Of Life (College – Classroom)
 The Nature Of Ontario (College – Classroom)
 Dangerous Earth (College – Classroom)
 Discovering Dinosaurs (College – Classroom)
 Weather Forecasting (Athletics Department) (College –
 Classroom)

PAUL COREY, PHD

EDUCATION

2003 Ph.D., Religious Studies

McMaster University, Hamilton, ON

- Area of Specialization: Religion and Politics
- Thesis Title: Evil in Modern Theatre: Eschatology, Expediency and the Tragic Vision

1994 Master of Arts, Religious Studies

McMaster University, Hamilton, ON

- Area of Specialization: Religion and the Social Sciences
- Thesis Title: Eros and the Good: The Portrayal of Erotic Experience in Plato and Bataille

1992 Bachelor of Arts, Honours Degree in Drama and Philosophy

University of Guelph, Guelph, ON

PUBLICATIONS

Messiahs and Machiavellians: Depicting Evil in Modern Theatre, in press with University of Notre Dame Press. Publishing date set for Spring 2008

“Canadian Theatre and the Tragic Experience of Evil,” in Theatre Research in Canada, special issue on “Religion and Theatre in Canada,” issue 27.2, Fall 2007.

TEACHING EXPERIENCE

2006 - 2007 Humber College, Liberal Arts and Sciences, Toronto ON

Courses Taught: Ethics and Moral Theory

Power: An Introduction to Political Theory

Philosophy of Love and Sex

Humanities

Religions of the World

2000 – 2007 McMaster University, Department of Religious Studies, Hamilton ON

Courses Taught: World Religions

Death and Dying: The Western Experience

Religious Themes in Modern Literature

Skepticism, Atheism, and Religious Faith

Religion and Social Justice

2001 – 2005 Wilfrid Laurier University, Department of Religion and Culture, Waterloo, ON
Courses Taught: Readings in Religious Studies
Love and Its Myths
Evil and Its Symbols

1998 – 1999 McMaster University Teaching Assistantships:
Teaching Assistant for: Feminist and Liberation Theology
Shakespeare: Political and Religious Themes
World Religions
Health, Healing and Religion
Religion and Human Nature
Biomedical Ethics

Professional Development in Teaching and Learning

2007 University of Guelph, Guelph ON
Mc-Graw-Hill-Ryerson Teaching and Learning Innovations Conference

CONFERENCE PRESENTATIONS

- 2006** “Speaking Immorality Through the Mouth of a Moralist: The Irony of Nietzsche’s Zarathustra,” delivered at the annual meeting of the American Political Science Association, Philadelphia, PA.
- 2005** “Canadian Theatre and the Tragic Experience of Evil,” delivered to the Association for Canadian Theatre Research at the annual meeting of the Congress of the Humanities and Sciences, London ON.
- 2004** “The Apocalyptic Origins of Contemporary Post-Humanism: A Response to Langdon Winner’s paper ‘Are Humans Obsolete? Post-Humanism and its Advocates,’” delivered at “Textologies: An Interdisciplinary Workshop on Multimedia Technologies, Ethics and Culture,” held at McMaster University, Hamilton ON.
- 2004** “Totality and Ambivalence: Postmodern Responses to Globalization and the American Empire – A Meditation on Derrida and Baudrillard,” delivered at the annual meeting of the American Political Science Association, Chicago IL.
- 2003** “*Saeculum Senescens*: Voegelin, Beckett and Augustine’s ‘Age of Senility,’” delivered to the Eric Voegelin Society at the annual meeting of the American Political Science Association, Philadelphia PA..

- 2002** “Millennialism in the Age of Revaluation,” delivered to the Millennialism Studies Group at the annual meeting of the American Academy of Religion, Toronto ON.
- 2002** “Eric Voegelin’s Account of Tragedy and the New World Disorder,” delivered to the Eric Voegelin Society at the annual meeting of the American Political Science Association, Boston MA.
- 2000** “Entering Into Evil: Jean Baudrillard’s Accursed Share,” delivered at the annual meeting of the Canadian Political Science Association, Quebec City PQ, July.
- 1999** “Christian Yearnings and Roman Tyrants: Albert Camus and the Psychological Origins of Genocide,” delivered to the Religion, Holocaust and Genocide Group at the annual meeting of the American Academy of Religion, Boston MA, November.
- “Leaving the People Satisfied and Stupefied: Shakespeare’s Critique of Machiavelli in Measure for Measure,” delivered at the annual meeting of the Canadian Political Science Association, Sherbrooke PQ, June.
- Discussant for “Politics, Philosophy and Literature” panel at the annual meeting of the Canadian Political Science Association, Sherbrooke PQ, June.
- Chair for “Tolerance and Multiculturalism” panel at the annual meeting of the Canadian Political Science Association, Sherbrooke PQ, June.
- 1998** “Mandragola: Machiavelli’s Theatre of Evil,” delivered at the annual meeting of the Canadian Political Science Association, Ottawa ON, May.
- 1997** “The Portrayal of Eros in Plato and Bataille,” delivered at the annual meeting of the Canadian Political Science Association, St. John’s NF, June.

JOURNAL REVIEWS

2006-7 Served as referee for Journal of Religion and Popular Culture

MEDIA APPEARANCES AND PUBLIC PRESENTATIONS

- 2007:** Guest speaker on the panel “What is Evil?,” at the “Philosopher’s Café,” St. Catharines Public Library
- 2004** Television panelist for “Heaven, Hell and Evil,” on the TV Ontario talk-show “More to Life”

AWARDS AND SCHOLARSHIPS

- 1994** McMaster Centennial Scholarship
1992-8 McMaster Graduate Scholarships
1992 Guelph Philosophical Society Book Prize, awarded to the fourth year philosophy student graduating with the highest grade average
1991 Guelph College of Arts Alumni Drama Prize, awarded to the third year drama student with the highest grade average

MCMASTER UNIVERSITY ADMINISTRATIVE COMMITTEES

- 1998-99** Departmental Graduate Affairs Committee (Religious Studies)
1997-98 McMaster Graduate Council Student Representative
1996-98 General Faculty Representative (Social Sciences)
1995-96 Departmental Admissions Committee (Religious Studies)
1994-95 Departmental Graduate Student Representative (Religious Studies)

OTHER ACADEMIC AND RESEARCH EMPLOYMENT

- 1999-00** Manuscript preparation and copy-editing for Remembering the End: Dostoevsky as Prophet of Modernity, by P. Travis Kroeker and Bruce K. Ward (Westview Press, 2001)
1998-99 Research assistant for Adele Reinhartz, transposing lectures that served as a basis for her book Scripture on the Silver Screen (Westminister John Knox, 2003)

ACADEMIC ASSOCIATIONS

Member of the American Political Science Association, the Canadian Political Science Association, the American Academy of Religion, and the Conference for the Study of Political Thought.

LEO DI LEO

Degrees

Ph.D.in Theoretical Physics – York University 1994

Dissertation: Relativistic Two and Three-Particle Bound States in Scalar Quantum Field Theory
(Supervisor: Professor Jurij Darewych)

M.Sc.in Theoretical Physics –York University 1984

Research Project: Alternative Theories of General Relativity (Supervisor: Professor Wayne Cannon)

B.Sc.in Physics –University of Toronto 1982

Employment History

- 2008 – Present** *Full-time Professor* – Humber College ITAL – The School of Liberal Arts & Sciences
- 2007 – 2008** *Partial Load Professor* – Humber College Institute of Technology & Advanced Learning, The School of Liberal Arts & Sciences
- 1994 – 2007** *Postdoctoral Fellow/Research Assistant* – Department of Physics and Astronomy, York University (with Professor Jurij Darewych, Emeritus)
Collaborated on several papers in high energy physics
- 1990 – 1993** *Research Assistant* – Department of Physics and Astronomy, York University (with Professor Jurij Darewych)
Marked and invigilated calculus examinations
- 1988 – 1989** Obtained a leave of absence to work on personal research
- 1983 – 1987** *Teaching Assistant* – Department of Physics and Astronomy, York University

Scholarly and Professional Activities

- 2008** Project CLEA (Contemporary Laboratory Experiences in Astronomy) workshop in Astronomical Research Techniques; June 5-14, 2008 in Gettysburg, PA and the

National Radio Astronomy Observatory in Green Bank, WV (sponsored by Gettysburg College and the National Science Foundation; personally supported by Humber College).

Humber College's Professional Development (Teaching Excellence Program); in progress

Completed the Humber College online course, "Clinic for Online Teachers" (DEV.014)

Developed both the online and classroom-based General Education Science degree course SCIE 203 – Science Matters

Developed the General Education Science diploma course SCIE 028 – The Science of Everything

Currently developing a hybrid version of the diploma course SCIE 028 – The Science of Everything

Will be developing a General Education degree course in modern physics for the layperson; my goal is to make physics – modern physics in particular – accessible and fun to non-science students

Will be developing "Making Sense of the Universe," a History and Philosophy of Science degree course based on Suzanne Senay's Humanities article

For a "Best Practices" project, I will be researching and creating "Tips and Techniques for Teaching General Education-Level Science to College Students with Minimal or No Science Background ... A Handbook"

Areas of research specialization include Quantum Field Theory, General Relativity, and the philosophical underpinnings of modern physics; currently working in the fields of Quantum Chromodynamics and lepton compositeness

Publications

2002 L. Di Leo and J.W. Darewych, "A Variational Fock-Space Treatment of Quarkonium," Int. J. Mod. Phys. A **17**, 2165 (2002).

- 1996** J.W. Darewych and L. Di Leo, "Two-Fermion Dirac-like Eigenstates of the Coulomb QED Hamiltonian," J. Phys. A **29**, 6817 (1996).
- 1996** Leo Di Leo and Jurij W. Darewych, "Higgs Boson Decay and Quasi-Bound States in the Higgs Model," Int. J. Mod. Phys. A **11**, 5659 (1996).
- 1995** A.D. Polozov, L. Di Leo, and J.W. Darewych, "Bound and Quasi-Bound Fermion-Antifermion States in the Yukawa Model," J. Phys. G **21**, 1167 (1995).
- 1994** Leo Di Leo and Jurij W. Darewych, "Bound states in the Higgs model," Phys. Rev. D **49**, 1659 (1994).
- 1993** Leo Di Leo and Jurij W. Darewych, "Relativistic Three-Particle Bound States in Scalar Quantum Field Theory," Can. J. Phys. **71**, 365 (1993).
- 1992** L. Di Leo and J.W. Darewych, "Bound and Resonant Relativistic Two-Particle States in Scalar Quantum Field Theory," Can. J. Phys. **70**, 412 (1992).

Conference Presentation

Leo Di Leo and Jurij W. Darewych, "Bound and Resonant Relativistic Two-Particle States and Bound Three-Particle States in Scalar Quantum Field Theory," in *The Fermilab Meeting, DPF 92: 7th meeting of the American Physical Society Division of Particles and Fields, 10-14 November 1992, Fermi National Accelerator Laboratory, Batavia, Illinois*, edited by Carl H. Albright, Peter H. Kasper, Rajendran Raja, and John Yoh (World Scientific Publishing Co. Pte. Ltd, 1993), p. 1528.

Courses Taught in Past Five Years

- 2010** HUMA 024: Humanities
Diploma: classroom
- SCIE 028: The Science of Everything
Diploma: classroom
- SCIE 203: Science Matters: Introduction to the Sciences Degree: classroom and online
- 2009** SCIE 013: Astronomy -- The Evolving Universe

Diploma: classroom

SCIE 020: Astronomy -- The Universe in a Lab

Diploma: classroom

SCIE 200: Astronomy

Degree: classroom

2008

HUMA 024: Humanities

Diploma: classroom

SCIE 013: Astronomy -- The Evolving Universe

Diploma: classroom

SCIE 400: Astronomy

Degree: classroom

SCIE 200: Astronomy

Degree: classroom

2007

HUMA 024: Humanities

Diploma: classroom

SCIE 013: Astronomy -- The Evolving Universe

Diploma: classroom

GIOSUÈ GHISALBERTI

Degrees

Ph.D. in Social and Political Thought, York University – 1996

Dissertation: Metaphysics of Finitude

A hermeneutic interpretation of the influence of Greek thought on 19th and 20th century philosophy, with emphasis on the works of Marx, Nietzsche, and Freud

Supervisor: Dr. Mildred Bakan

Committee Members: Dr. David McNally, Dr. Ato Sekyi-Otu

M.A. in Comparative Literature, University of Toronto – 1990

Specialization: Drama: Greek Tragedy, Shakespeare, Pirandello

Novel: The post-World War II Commonwealth and European Novel

B.A. Philosophy, York University – 1989

Graduated summa cum laude

Employment History

2009 – Present

Instructor

Humber College

Department of Liberal Arts and Sciences

2009 – Present

Instructor

University of Guelph-Humber

Department of Computing, General Electives, and Psychology

2002 – 2009

English Teacher – Head of English Department 2007-2008

College Superieur de Montreal

Montreal, Canada

1998 – 2002

English Teacher, TOEIC and TOEFL coordinator

Nova Intercultural Institute

Tokyo, Japan

1997 – 1998

English Teacher

Springs Language Academy

Seoul, South Korea

- 1991 – 1996** *Teaching Assistant*
York University
- 1994 – 1996** Social Science Department
Course: Human Communication
- 1991 – 1994** Social Science Department
Course: Theatre and Society

Scholarly and Professional Activities

Academic Service

- 1993 – 1994** *Member* of the Committee for the Election of a Director of the Social and Political Thought Department
- 1992 – 1993** *Chairperson* of the Social and Political Thought Graduate Student Committee
- 1991 – 1994** *Member* of the Organizing Committee for the Annual Social and Political Thought Graduate Students Conference

Conferences

- 1995** “Ontology and Finitude in Heidegger’s *Being and Time*.” Canadian Society for Hermeneutics, University of Québec at Montréal
- 1995** “Foucault and the Archaeology of the Human Sciences.” Society for Phenomenology and Existential Philosophy, Seattle
- 1994** “Marx and the Agonies of Historical Transformation.” Conference on Critical Theory, University of Buffalo
- 1993** “Nietzsche and the Limits of “Iconic Historiography”.” 7th Meeting of Strategies of Critique, Toronto, York University
- 1991** “The Critical Theory of Historical Being in *Dialectic of Enlightenment*.” Canadian Society for Hermeneutics, Queen’s University
- 1990** “The Double Possibility of Destruction and Appropriation: Gadamer, Habermas, and the Hermeneutics of *Being and Time*.” Conference on Hermeneutics and Critical Theory, Boston College, March 1990

Research Funding

- 1994 – 1995** Queen Elizabeth II Ontario Scholarship
- 1991 – 1994** Social Sciences and Humanities Research Council of Canada Doctoral Fellowship
- 1989 – 1991** Ontario Graduate Scholarship

Publications

Articles

- 2009** “And the World Continues Our Private Fabrication”: An Autobiography of “Shipwreck” and Disorder in V.S. Naipaul’s *The Mimic Men*. *Journal of Caribbean Literatures*, Volume Six, Number 1
- 1997** “Tragedy and Repetition in Marx’s *The Eighteenth Brumaire of Louis Bonaparte*.” *Clio* 26:4 411- 425
- 1995** “Metaphysics of Capitalism.” *Research and Society*, 837-54

Reviews

- 1994** “The Limits of Governmental Rationality: Review of *The Foucault Effect*, Graham Burchell et al.” *Canadian Society for Hermeneutics Bulletin* 9, 21-25
- 1994** “Metaphysics, Ambiguity, Obligation: Review of Stephen David Ross’ *The Ring of Representation*.” *Canadian Society for Hermeneutics Bulletin* 9, 8-11
- 1991** “Humanism with an Apology: Review of G.B. Madison’s *The Hermeneutics of Postmodernity*.” *Border/Lines*, 22 18-22

(Italian Translations)

- 1995** Giorgio Agamben. “What is a People?” *Public: Utopias*, 12 9-13

(French Translations)



1996 Hubert Damisch. "Iconomystica." Public: Icons and Idols, 14, 34-45

Courses Taught in Past Five Years

Humber College, ITAL

(All courses have been class-taught)

2010 – Present HUMA 024 – Humanities: An Introduction to Arts and Sciences
HESL 024 – Humanities: An Introduction to Arts and Sciences

HUMA 035 – World Religions: Western and Eastern Traditions

ENGL 039 - Dark Days Ahead

2009 PHIL 017 - Ethical Issues
POLS 104 - Introduction to Politics

ENG 402- Betrayal in Contemporary Fiction (degree)

PHIL 025 - The Philosophy of Love and Sex

University of Guelph/Humber

2009 – 2010 AHSS 3200 - Desire and Discontent

2006 – 2009 Collège Supérieur de Montréal
-Communication Skills
-Composition
-Principles of Translation

DANIEL HAMBLY

Degrees

PhD History, (ABD) –York University

MA History – University of Western Ontario

BA History – University of Western Ontario

Employment History

2006 – 2010 *Instructor* – Humber College ITAL

2007 – 2009 *TA/Instructor* – York University

2005 – 2006 *TA* – University of Western Ontario

2000 – 2001 *ESL Teacher* – Gwangju, South Korea

Scholarly and Professional Activities

2011 Currently working on PhD thesis in Moral Regulation, 19th/20th century Canada

Research Funding

2007 – 2013 York University Graduate Scholarship, 2007–2013

2005 – 2006 University of Western Ontario, Graduate Scholarship, 2005–2006

Publications

2010 “George Keefer,” *Biographical Dictionary of Canadian Engineers*, Rodney Millard, Ed., (Publication forthcoming, 2010)

- 2010** "Brian McConnell," *Biographical Dictionary of Canadian Engineers*, Rodney Millard, Ed., (Publication forthcoming, 2010)
- 2010** "William McNab," *Biographical Dictionary of Canadian Engineers*, Rodney Millard, Ed., (Publication forthcoming, 2010)
- 2007** *Canadian Military History Book Review Supplement*, (Spring, 2007, Issue 19), Waterloo: Laurier Centre for Military Strategic and Disarmament Studies
- 2007** Masters Cognate cited in *Brian Mulroney: Memoirs, 1939–1993*. Toronto: McClelland & Stewart, 2007

Courses Taught in Past Five Years

- 2006 – 2010** Humber College, ITAL
HUMA 024, Humanities;
In-class, diploma level
- BEH 002, Surveying Society;
On-line, diploma level
- POLS 023, War and Terrorism;
On-line, diploma level
- HIST 017, History of War;
In-class, diploma level
- POLS 200, Introduction to Politics;
In-class, degree level
- POLS 104, Introduction to Politics,
In-class, diploma level
- 2007 – 2009** York University
History 1010, War, Revolution and Society in the Twentieth Century
- 2005 – 2006** University of Western Ontario
Canadian History 231E, Survey of Canadian History

Joshi, Naveen

DEGREES

Ph.D. Communication and Culture, York University, Joint

Program in Communication and Culture, 2005-2011

Fields: Transnational Communications and Culture (advisor: Dr. Rosemary Coombe), Media and Culture (advisor: Dr. Vijay Agnew), Technology in Practice (advisor: Dr. Andreas Kitzmann).

Dissertation: Arranged Identities: Second-Generation South Asian Canadians on Shaadi.com, Supervisor: Dr. Barbara Crow.

M.A. Interdisciplinary Program in Popular Culture, Brock University, Department of Communications, Popular Culture, and Film, 2003-2005

Thesis: *American Desi*: Representation and Reproduction in the Diaspora, Supervisor: Dr. Marian Bredin.

B.A. Honours Communication Studies and Honours Sociology, Wilfrid Laurier University, Department of Communication Studies and Department of Sociology, 1997-2001

EMPLOYMENT HISTORY

2012 – Present	Humber College Full-Time Professor
2011 – 2012	Humber College Partial Load Professor
2007 – 2012	Wilfrid Laurier University Course Director
2008 and 2012	York University Course Director
2001 – 2002	NOVA Group English as a Second-Language Instructor

SCHOLARLY AND PROFESSIONAL ACTIVITIES

A. Conference Papers Presented

- November 17 – 20, 2011** *"Negotiating Attractiveness, Safety, and Community: The Dynamics of Moving From an Online Matrimonial to Face-to-Face".
Conference presentation at the 97th National Communication Association Annual Convention
New Orleans, Louisiana
- January 9 – 12, 2011** *"The 'FOB-white' and 'morally suspect-chaste woman' poles of identity: Second-generation South Asian Canadian identity on Shaadi.com".
Conference presentation at the 2011 Hawaii International Conference on Arts and Humanities
Honolulu, Hawaii
- October 28 – 30, 2010** *"Tell me about yourself and I will tell you if you are Canadian or Indian: Online matrimonials, cues, and the limited space of self-disclosure".
Conference presentation at the 2010 Mid-Atlantic Popular & American Culture Association Annual Conference
Alexandria, Virginia
- November 6 – 7, 2009** *"Shaadi.com: Why second-generation South Asian Canadians use on-line matrimonials".
Conference presentation at the 2009 Annual Conference for Canadian Studies.
Moncton, New Brunswick
- May 28 – 30, 2009** *"Honour, obligation, and guilt: On-line South Asian matrimonials and the way of the second-generation".
Chair and conference presentation at the 2009 Canadian Communication Association Annual Conference.
Carleton University
Ottawa, Ontario
- Oct. 30 – Nov. 1, 2008** *"The 'quality single' ideal: Cybertypes and marriage on Shadi.com".
Chair and conference presentation at the 2008 Mid-Atlantic Popular/American Culture Conference
Niagara Falls, Ontario
- October 2 – 5, 2008** *"FOBs, pakis, lurkers, and the perfect partner: Marriage on Shaadi.com".

Conference presentation at the 2008 Mid-West Popular Culture Conference
Cincinnati, Ohio

November 2 – 5, 2007

*“The caste system in cyberspace: Cultural fossilization, arranged marriages, and the privileging of fair skin”.
Conference presentation at the 2007 Mid-Atlantic Popular/American Culture Conference.
Philadelphia, Pennsylvania.

July 8 – 11, 2007

*“*American Desi*: Testing hybridity in the diaspora”.
Conference presentation at the 2007 Shades of Brown Educational Conference.
York University, Toronto, Ontario.

May 30 – June 1, 2007

*“Curry like me: Food and identity in South Asian diasporic film”.
Conference presentation at the 2007 Canadian Communication Association Annual Conference.
University of Saskatchewan
Saskatoon, Saskatchewan.

April 4 – 7, 2007

*“Arranged identities: South Asian ‘authenticity’ and on-line endogamy”.
Conference presentation at the 2007 Popular Culture/American Culture Conference.
Boston, Massachusetts.

October 27 – 29, 2006

*“Food, friction, home, parents: Iconic symbols in South Asian diasporic film”.
Conference presentation at the 2006 Mid-Atlantic Popular/American Culture Conference.
Baltimore, Maryland.

August 18, 2005

“Intergenerational communication: Culture clashes and other excuses”.
Panelist and conference presentation at *Aging Across and Within Cultures*.
Sheridan Elder Research Centre, Sheridan Institute of Technology and Advanced Learning
Oakville, Ontario

- November 5 – 7, 2004** *"South Asian diasporic responses: Audience responses to *American Desi* (Framework)".
Conference presentation at the 2004 Mid-Atlantic Popular/American Culture Association.
Buffalo, New York.
- October 15 – 18, 2004** *"Great expectations: Imaginary worlds and the model minority in South Asian diasporic film".
Conference presentation at the 'Imagery' Conference.
Brock University.
St. Catharines, Ontario.
- October 8 – 11, 2004** *"From 'Buck Tha Devil' to 'Getting' Jiggy Wit' It': Noise and meaning in Hip-Hop music".
Conference presentation at the 2004 Mid-West Popular Culture Conference.
Cleveland, Ohio.

*refereed

B. Course/Curriculum Development

Digital Revolution: Social Networks Online (full designer)

Humber College

Race, Gender & the Digital World (full designer)

Humber College

COMN 4333: Second-Generation Diaspora and Identity (full designer)

York University

CS 403: Advanced Globalization and Communications (full designer)

Wilfrid Laurier University

CS 310: Globalization and Communications (full designer)

Wilfrid Laurier University

CS 235: Research Methods for Communication Studies (full designer)

Wilfrid Laurier University

CS 312: Image, Sound, Text (full designer)

Wilfrid Laurier University

HUMA 028: Popular Culture: Shaping How We Live (Continuing Education – Online) (co-designer)

Humber College

- Updated reading list, updated online course requirements in online environment

HUMA 028: Popular Culture: Shaping How We Live (co-designer)

Humber College

- Updated reading list

HUMA 407: Popular Culture: An Interdisciplinary Approach (co-designer)

Humber College

- Updated reading list, re-designed course rationale and method of student evaluation, and updated learning outcomes.

COCU 6116: [Trans]National Identities, New Media/tions and the Place of the Public (co-designer)

York University

-Assisted with course design, compiled potential reading lists, and developed a multimedia package to be used for the course. Also created a new course during development to supplement the existing course: *Cultures of Transnationalism*.

C. Invited Lectures

November 15, 2008

“South Asian Inflections: Hollywood, Bollywood, and the Second-Generation Experience”.

Guest lecture for FS251: Film Comedy, Wilfrid Laurier University.

March 15, 2007

“South Asian Inflections: Hollywood, Bollywood, and the Second-Generation Experience”.

Guest lecture for FS251: Film Comedy, Wilfrid Laurier University.

November 5, 2007

“Comprehensive Exams”.

Guest Lecture for York University’s Ph.D. Pro Seminar in Communication and Culture

February 5, 2007

“Making South Asian Diasporic Film”.

Guest lecture for AS/SOSC 2314 9.0A: Media, Culture, and Society, York University.

D. Service

- April 11, 2012** SHSM Development Workshop
“Why Study Film? and Montage”.
Specialist High Skills Major workshop at Don Mills Collegiate,
Humber College
Toronto, Ontario.
- February 9, 2011** Teaching and Learning Development Workshop
“Working with Moodle as a T.A.: Opportunities and Observations”.
Centre for the Support of Teaching
York University
Toronto, Ontario
- Sept. – Dec, 2010** Teaching Assistant Advisor
- Advisor for first-year Master’s students, providing guidance on how to establish a
critical position with respect to communication theory and research
methods, how to conduct tutorials, and how to manage classroom
dynamics.
- January 22, 2010** Teaching and Learning Development Workshop
“Working with Moodle as a T.A.: Opportunities and Observations”.
Centre for the Support of Teaching
York University
Toronto, Ontario
- November 27, 2009** Teaching and Learning Development Workshop
“Becoming Your Own ‘Dream T.A.’: Managing Course Directors,
Students, and Self-Expectations”.
Centre for the Support of Teaching
York University
Toronto, Ontario
- April 22, 2009** Teaching and Learning Development Workshop
“Working with Moodle as a T.A.: Opportunities and Observations”.
Centre for the Support of Teaching
York University
Toronto, Ontario
- April 8, 2009** “Contract Teaching and Time Management”
Presentation for CMCT 7300: Ph.D. Seminar in Communication
Research and Practice.

York University
Toronto, Ontario

October 22, 2008

Grad School in Communication Studies Workshop
Graduate Program in Communication and Culture.
York University
Toronto, Ontario

October 8, 2008

Teaching and Learning Development Workshop
“Becoming Your Own ‘Dream T.A.’: Managing Course
Directors, Students, and Self Expectations”
Centre for the Support of Teaching.
York University
Toronto, Ontario

March, 2008

York University Communication and Culture Ph.D. Admission
Committee: Graduate Student representative
- Assisted in ranking potential in-coming students by examining
statements of interest, reference letters, writing samples, and
curriculum vitae.

May 9, 2008

“Arranged Marriage is Not Forced Marriage”.
Panelist and presentation at the Indian-Canada Associations
annual debate: *Arranged Marriage: Are you for it or against it?*
University of Waterloo Davis Centre
Waterloo University
Waterloo, Ontario

October 18, 2007

“Preparing for Comprehensive Exams”.
Presentation for CMCT 7300: Ph.D. Seminar in Communication
Research and Practice.
York University
Toronto, Ontario

May 24, 2007

“Thinking Outside Dualisms”.
Panelist and presentation at the India-Canada Association’s
annual debate: *Culture: Use it or lose it.*
University of Waterloo Davis Centre
Waterloo University.
Waterloo, Ontario.

February 3, 2005

“The Competing History of Hip-Hop Music”

Panelist at *The Globalization of Hip-Hop*.
Wilfrid Laurier University.
Waterloo, Ontario.

E. Public Appearances

March 17, 2009 *Focus on South Asian T.V.*
“On-line matrimonials and South Asian identity”
Rogers Television
Brampton, Ontario

Research Funding

February 2007 Canadian Media Research Consortium Small Research Grants
(\$500).

April, 2006 2006 Ontario Graduate Scholarship (\$15 000).

September 2005 York University Entrance Scholarship (\$3 000)

September 2005 2005 Ontario Graduate Scholarship (\$15 000).

September 2003 Brock University Graduate Fellowship (\$3 000).

July 1997 Falcon Bridge Scholarship (\$ 3 000).

PUBLICATIONS

Joshi, Naveen. (2010). “The ‘quality single’ ideal: Cybertypes and marriage on Shadi.com”. In Tracey Bowen and Mary Lou Nemanic, (Eds). *Cultural production in virtual and imagined worlds*. Cambridge scholars press. Pp. 3-12.

COURSES TAUGHT IN PAST FIVE YEARS

HUMBER COLLEGE ITAL

HUMA 028: Popular Culture: Shaping How We Live
(College CE Online & Classroom)

HUMA 038: Understanding Movies: An Introduction to Film Studies (College Classroom)

HUMA 407: Popular Culture: An Interdisciplinary Approach (University Classroom)

YORK UNIVERSITY

AP/COMN 4333 3.00: Second-Generation Diaspora and Identity. (Classroom based)

AS/SOSC 4300B: Popular Culture and Communications: Explorations in Theory and Practice – Visual, Audio, and Textual Culture (Classroom based)

WILFRID LAURIER UNIVERSITY

CS 235A: Communication Research Methods
- Large lecture format, responsible for overseeing three teaching assistants. (classroom based)

Wilfrid Laurier University Course Director
CS 312B: Image, Sound, Text: Popular Culture, Communications, and Cultural Studies Studies (classroom based)

CS 403: Advanced Globalization Theory: Diaspora and Transnational Media. (classroom based)

CS 310C: Globalization and Communications: Identity, Diaspora, and Transnational media(classroom based)

TEACHING ASSISTANT AND RESEARCH ASSISTANT

YORK UNIVERSITY

Teaching Assistant
AP/COMN 2314 9.0A: Media, Culture, and Society
Course Director: Dr. Kevin Dowler, Associate Professor

Research Assistant: “Remembering Radio” **project**.
Principal Researcher: Dr. Anne MacLennan
- Conducted semi-structured interviews with

senior citizens across Canada, examining the impact of radio in the 1920s for Social Science and Humanities Research Council funded project.

AK/SOSC 2410 6.0A: Introduction to Communication Studies
Course Director: Prof. Pierre Ouellet

WILFRID LAURIER UNIVERSITY

CS 101 C: Mass Communications in Canada
Course Director: Dr. Ian Roderick, Assistant Professor

CS 235: Communication Research Methods
Course Director: Dr. Andrew Herman, Associate Professor

DANNY C. LI

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Guangzhou University of Chinese Medicine	Bachelor of Medicine	1977-1982	Chinese Medicine
Guangzhou University of Chinese Medicine	Master of Medicine	1985-1988	Chinese Medicine
University of Medicine and Dentistry of New Jersey	Research Fellow	1988-1989	Pharmacology
Faculty of Medicine, University of Toronto	Research Fellow	1990-1991	Physiology
Guangzhou University of Chinese Medicine	Doctorate of Medicine	2003-2006	Chinese Medicine

PROFESSIONAL EXPERIENCE

Concluding with present position, list, in chronological order, previous employment, experience, honors and select up to ten most pertinent publications.

Professional Appointments

- 2013- 2014 **President** Association of TCM Practitioners and Acupuncturists of Ontario
- 2012- 2013 **Vice Chairman** Canadian National TCM Examination Committee
- 2011- 2014 **Lead Instructor** University of Toronto School of Continuing Studies
- 2012-2013 **Consultant** Assessment Strategies Inc.

2009- 2012	Consultant	Canadian Alliance of Regulatory Bodies for TCM Practitioners and Acupuncturists (CARB)
2011-2012	Consultant	Curriculum Services Canada
2005-2006	Consultant	Ontario Ministry of Health and Long-term Care
2004-2010	Program Manager	Chinese Medicine Research and Education, Chang School of Continuing Education, Ryerson University
1995-2004	Founding Director	Ontario College of Acupuncture and Chinese Medicine
2008-2012	Director of Research	Canadian Institute of Chinese Medicinal Research
1991- 2014	Research Associate	Programs of Molecular Structure and Function, Hospital for Sick Children, Toronto
1982-1989	Assistant Professor	Department of Chinese Herbal Medicine Guangzhou University of Chinese Medicine, China

TCM Program Development and Managing Experience

TCM Program Development at Ontario College of Acupuncture and Chinese Medicine

As the founding director of Ontario College of Acupuncture and Chinese Medicine, I involved in the establishment and operation of this educational institution, development of the acupuncture program and Chinese Medicine programs, and the associated teaching clinic.

TCM Degree Program Development at Ryerson University

- 1) **Market Analysis:** To analyze public interest, market demand, feasibility, teaching and clinical resources of implementing the TCM program.
- 2) **Curriculum Development:** Including analysis of curriculum models of the comparable international TCM degree programs, consultation with the World Health Organization, and the development of the full curriculum for the bachelor degree of Chinese Medicine.
- 3) **Course Development:** 10 TCM new courses including a piloted Introduction of TCM Course, and nine non-credit TCM courses ranging from basic TCM theory to clinical practice were designed and implemented in the fall of 2004.

- 4) **Bridging Program Proposal:** Bridging program for internationally educated TCM practitioners is a collaborative proposal by Ryerson University, University of Toronto, University of Western Ontario, Yee Hong Center, St. John Hospital, and the College of Traditional Chinese Medicine Practitioners and Acupuncturists.
- 5) **Research Project Proposal:**
 - a) **Integrating Traditional Chinese Medicine with Mainstream Medico-Health Service**
Joint project of policy research with Yee Hong Centre for Geriatric Care.
 - b) **The Ontario Ginseng Innovation & Research Consortium**
A multi-disciplinary, multi-centered research project on Ontario ginseng.
- 6) **Research Conference Organized:**
 - a) Traditional Chinese Medicine Research Symposium (March 28, 2004).
 - b) Art and Science of Traditional Medicines (May 7 – 9, 2004)
 - c) International Conference of TCM and Animal Protection (November 20, 2005)
 - d) Forum of Canada-China TCM Collaborative Development (October 25, 2008)

Experience in Ontario TCM Legislative Process

- 1) **Consultation for Ontario Ministry of Health and Long-term Care**
Prior to developing TCM legislation, the Minister of Health and Long-Term Care, requested four Members of Provincial Parliament (MPPs) to undertake consultations to gather views of Ontarians on the best and safest way to regulate TCM practitioners. I was the TCM matter specific consultant assisting the MPP Group.
- 2) **Representing Ontario practitioner in the Canadian Alliance of Regulatory Bodies for Traditional Chinese Medicine Practitioners and Acupuncturists (CARB)**
Involved in the development of Pan-Canadian TCM and acupuncture practice standards, including occupational competencies and performance indicators for setting standards for entry to the practice.
- 3) **Curriculum Services Canada (CSC)**
Involved in the development of Prior Learning Assessment and Recognition tool for the registration of practitioners who is currently practicing TCM, and the Safety Course which is mandatory for all applicants who is seeking TCM and acupuncture licenses.

4) **Canadian National TCM Examination Committee**

As the vice chairman of the committee involved in development of blueprints of Canadian National Examination for TCM Practitioners and Acupuncturists. Item Writing for Canadian National Examination for TCM Practitioners and Acupuncturists, including the written and clinical exams.

5) **Association of Traditional Chinese Medicine Practitioners and Acupuncturists of Ontario**

Serve as the president of the association to lead the team serving the TCM community.

Breadth of Experience in TCM

1) **TCM Teaching Experience**

2011-present **Traditional Chinese Medicine** University of Toronto

2004-2009 **Basic TCM Theory** Ryerson University

2004-2009 **Basic Chinese Herbal Medicine** Ryerson University

2004-2009 **Clinical Chinese Herbal Medicine** Ryerson University

1982-2005 **Chinese Herbal Medicine** Guangzhou University of TCM

2) **Clinical Practice Experience**

1992-2014 **Private TCM Practice** 658 Danforth Ave. Toronto Ontario

1982-1998 **Instructor for International Students** Affiliated Hospital,
Guangzhou University of TCM

3) **TCM Book:** Traditional Chinese Medicine, World Scientific, 2011

Awards

2004 **Teaching Award** Ryerson University

1991 **Research Fellowship** University of Toronto

1989

Research Fellowship

University of Medicine and Dentistry
of New Jersey

Patent of Discovery:

Cystic Fibrosis Transmembrane Conductance Regulator (CFTR) United States Patent
#5,543,399.

Ten Selected Research Publications (from total of 38 publications):

Bear CE, **Li, C.**, Kartner N, Bridges RJ, Jensen TJ, Ramjeesingh M, Riordan JR. Purification and functional reconstitution of the cystic fibrosis transmembrane conductance regulator (CFTR).

Cell. 1992 Feb 21; 68(4):809-18.

Li, C., Ramjeesingh, M. Evangelica Reyes, Tim Jensen, Xiubao Chang, Christine E. Bear, The cystic fibrosis mutation (Δ F508) does not influence the chloride channel activity of CFTR

Nature Genetics 3, 311 - 316 (1993)

Li, C., Ramjeesingh, M. and Bear, C.E. Purified CFTR Does Not Function As ATP Channel

J. of Biological Chemistry 271: 11623-11626, 1996.

Li, C., Ramjeesingh, M., Wang, W., Lee, D. Garami, E., Hewryk, M., Galley, K. and Bear, C.E. ATPase Activity of Purified, Reconstituted CFTR.

J. Biological Chemistry 271: 28463-28468, 1996.

Li, C., Breton, S., Morrison, R., Cannon, C., Emma, F., Sanchez-Olea, R., Bear, C., Strange, K. Recombinant pICln forms highly cation channels when reconstituted into biological membranes.

J. General Physiology 1998. Dec; 112(6):727-36.

Ramjeesingh M, **Li C**, She YM, Bear CE., [Evaluation of the membrane-spanning domain of ClC-2.](#)

Biochem J. 2006 Jun 15;396(3):449-60.

Payandeh J, **Li C**, Ramjeesingh M, Poduch E, Bear CE, Pai EF., [Probing structure-function relationships and gating mechanisms in the CorA Mg²⁺ transport system.](#)

J Biol Chem. 2008 Apr 25;283(17):11721-33. doi: 10.1074/jbc.M707889200. Epub 2008 Feb 14.

Pasyk S, **Li C**, Ramjeesingh M, Bear CE., [Direct interaction of a small-molecule modulator with G551D-CFTR, a cystic fibrosis-causing mutation associated with severe disease.](#)
Biochem J. 2009 Feb 15;418(1):185-90. doi: 10.1042/BJ20081424.

Cortez MA, **Li C**, Whitehead SN, Dhani SU, D'Antonio C, Huan LJ, Bennett SA, Snead OC 3rd, Bear CE., [Disruption of CIC-2 expression is associated with progressive neurodegeneration in aging mice.](#)
Neuroscience. 2010 Apr 28; 167(1):154-62. doi: 10.1016/j.neuroscience.2010.01.042. Epub 2010 Jan 29.

Eckford PD, **Li C**, Ramjeesingh M, Bear CE., [Cystic fibrosis transmembrane conductance regulator \(CFTR\) potentiator VX-770 \(ivacaftor\) opens the defective channel gate of mutant CFTR in a phosphorylation-dependent but ATP-independent manner.](#)
J Biol Chem. 2012 Oct 26;287(44):36639-49. doi: 10.1074/jbc.M112.393637. Epub 2012 Aug 31.

Marotta, Jennifer Susan

DEGREES

PhD. History, Queen's University (2006)
M.A. History of Medicine, Queen's University (1998)
B.A. Specialized Hons. History, University of Guelph (1996)

EMPLOYMENT HISTORY

Sept. 2009 – Present Professor, School of Liberal Arts and Sciences, Humber College
Institute of Technology and Advanced Learning, Toronto, Ontario

2006 – 2010 Contract Faculty, Department of History, Carleton University,
Ottawa, Ontario

2006 – 2009 Adjunct Faculty, Department of History, Queen's University,
Kingston, Ontario

2008, 2005 – 2006, Teaching Fellow, Department of History, Queen's University,
2002 – 2004 & 2000 – 2002 Kingston, Ottawa

2007, 2005, 2004, 1999, Teaching Assistant, Department of History, Queen's University,
1998, 1997, and 1996 Kingston, Ottawa

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2012 Active Memberships: Society for the History of Children and Youth
(International); Canadian Historical Association; History of Children
and Youth Group; Canadian Society for the History of Medicine;
Canadian Committee for the History of Sexuality; [Canadian
Committee on Women's History](#)

2010 Department of Liberal Studies Film Series, Humber College

2011 Teaching Effectiveness Certificate, Humber College ITAL

2010 Blackboard Clinic for Online Teachers, Humber College ITAL

2007 Appointments Committee, Graduate Student Representative,
Department of History, Queen's University

2005 – 2006 Appointment Renewal Committee, Graduate Student
Representative, Department of History, Queen's University

2004 – 2005 TA Liaison, Women's Studies and Instructional Development
Centre, Queen's University

2004 – 2005 Undergraduate Committee, Graduate Student Representative,
Department of History, Queen's University

2003 History of Philosophy Reading Group, Queen's University

2001 – 2003 Consumer and Popular Cultures History Reading Group, York
University

2001 – 2003 Graduate Committee, Student Representative, Department of
History, Queen's University

2000 – 2002	Graduate Student Standing Committee, Division II Humanities Representative, Society of Graduate and Professional Students and the School of Graduate Studies and Research, Queen’s University
2000 - 2001	Departmental Committee, Department of History, Queen’s University
1998 – 2000	SGPS Judicial Committee, History Representative, Queen’s University
<i>Research Funding</i>	
2008	Sessional Adjunct Bursary for Scholarly and Professional Development
2004	Thesis Bursary Award, Queen’s University
2000 – 2003	Ontario Graduate Scholarship
2001	Sir James Aikins Prize in Canadian History, Queen’s University
1999 – 2000	R. S. McLaughlin Fellowship, Queen's University.

PUBLICATIONS AND PRESENTATIONS

Book Review(s)

Canadian Bulletin of Medical History. 18, 12 (2001), 404-405. Review of Prescott, Heather Munro (1998), *A Doctor of Their Own: A History of Adolescent Medicine*. Cambridge: Harvard University Press.

Presentations:

“From Starling’s Nest to Prim Rose’s parlour: Correspondence Clubs and the Respectable Reader within the *Family Herald & Weekly Star*, 1874-1914,” Canadian Historical Association, June 2008, University of British Columbia, Vancouver, British Columbia.

“A People of many Races and Varied Tongues But Britons All”: Unifying Canadian Identity and Empire in the *Family Herald and Weekly Star*, 1874-1914” Northeast Conference on British Studies, October 13, 2007. Dalhousie University, Halifax, Nova Scotia.

“Not Bad for a Girl of Fourteen, Is it Editor?": Growing Up Respectable within the Columns of the *Family Herald and Weekly Star*, 1873-1914. February 2004. Department of History Speaker Series. Queen’s University.

“To Blend Amusement and Instruction:” Regulating Childhood within the Pages of the *Family Herald and Weekly Star*, 1873-1914. Controlling Bodies Project, June 2002. Hass, University of Glamorgan, Wales.

“Rejoicing that you are a Subject of Her Gracious Majesty Queen Victoria:” Race and Respectability with the *Family Herald and Weekly Star*, 1873-1901. Majesty in Canada, May 2002. University of Edinburgh Centre for Canadian Studies, Scotland.

“Culture Should not be Rare:” Idealizing Canadian Identity within the pages of the *Family Herald and Weekly Star*, 1873-1890. Canadian Historical Society, May 26, 2001. Laval University, Quebec.

“Better, Purer, Wiser:” Constructing Respectability within the *Family Herald and Weekly Star*, 1869-1895. York Graduate Conference, March 18, 2000. York University, Toronto, Ontario.

Friends of the History of Medicine, Science and Technology Speaker Series, Hannah Institute, Queen’s University, February 8, 2000.

“We Should Endeavor to Look Just Pretty as We Possibly Can:” Medical Advice Literature on Beauty and Strength for Canadian Adolescents, 1873-1922. Canadian Historical Association, June 6, 1999. Sherbrooke University, Quebec.

“Walking the Precipice, or The Two Paths – what Will the Child Become?:” Medical Advice Literature for Adolescents in Canada, 1873-1922. Canadian Historical Association, June 4, 1999. Sherbrooke University, Quebec.

“Evil is Wrought by Want of Thought, As Well as By Want of Heart;” Medical Advice Literature for Adolescents, 1873-1922. American Association, for the History of Medicine, May 6, 1999. Rutgers University, New Brunswick, New Jersey.

“Pure Characters and Responsible Reproduction:” Canadian Medical Advice Literature to Canadian Adolescents, 1873-1922. “History Across the Disciplines,” March 20, 1999. Graduate Conference at Dalhousie University, Halifax, Nova Scotia.

COURSES TAUGHT IN PAST FIVE YEARS

HUMBER COLLEGE ITAL

HUMA 024 – Humanities: An Introduction to Arts and Sciences
(College – Classroom and Hybrid)

HUMA 045 – the Body, Beauty, Sex & Consumerism (College -
Classroom)

SOCI 002 – Introduction to Sociology (College - Online)

SOCI 036 – Issues in Crime (College - Online)

HIST 017 – History of War (College - Classroom)

CARLETON UNIVERSITY

HIST 2504 – Introduction to Women’s History
(University – Classroom)

HIST 3504 – Women in North America (University – Classroom)

HIST 3903 – Topics in Canadian History: History of Print Media in
English Canada (University – Classroom)

QUEEN'S UNIVERSITY

HIST 240 – Issues in History: The Body, Beauty and Consumer Culture (University – Classroom)

HIST 465 – Topics in Women's History (University – Classroom)

WMNS 421 – Gender & Poverty (University – Classroom)

HIST 124 – Canada and the World (University—Classroom)

SHELLEY KATHLEEN MCCABE

DEGREES

PhD. – In progress (All But Dissertation/ABD) York University Department of Biology

M.Sc. – University of Toronto Department of Zoology November, 2006

B.Sc. (Hon) – University of Guelph Wildlife Biology June 2001

EMPLOYMENT HISTORY

Sept. 2012 – Present Part-time Professor, LAS General Electives, Humber College

Sept. 2007 – Present Teaching Assistant, Biology Department, York University

Sept. 2011 – Apr. 2012 Teaching Assistant, Faculty of Environmental Studies, York University

Sept. 2010 – Dec. 2011 Part-time Lecturer, Geography Department, York University

Sept. 2008 – Dec. 2011 Part-Time Professor, Centre for the Built Environment, Seneca College

Aug. 2006 – Apr. 2007 Faculty Lecturer (Full time contract), Ecology and Evolutionary Biology
University of Toronto

Sept. 2004 – Apr. 2006 Teaching Assistant, Zoology Dept., University of Toronto

Sept. 2003 – Apr. 2004 Research Assistant (Work Study), Zoology Dept., University of Toronto

May 2004 – Aug. 2004 Team Leader/Research Assistant (Summer), Zoology Dept., University
of Toronto

Sept. 2002 – Apr. 2003 Palynology (Pollen) Technician (Work Study), Geography Dept.
University of Toronto

Apr. 2002 – Aug. 2002 Office Manager/Intake Worker, Community Outreach Programs in
Addictions, Toronto, ON

May 2001 – Apr. 2002 Scientific Technical Support, Canadian Wildlife Service, Environment
Canada, Gatineau, QC

May 2000 – Apr. 2001 Temperate Zone Collections Coordinator, Photomicroscopist,
Invertebrate Wrangler (Work Study and Summer), CyberNatural
(Zoology), U of Guelph

May 1999 – Aug. 1999 Ambassador/Tour Guide, Gastown Business Improvement Assoc., Vancouver, BC

Sept. 1998 – Apr. 1999 Administrator (Work Study), Study in Africa Program, Langara College, Vancouver, BC

Sept. 1998 – Dec. 1998 Physics Lab Marker 1, Langara College, Vancouver, BC

Sept. 1997 – Aug. 1998 Accounting Assistant (Work Study), Financial Services, Langara College, Vancouver, BC

May 1997 – Aug. 1997 Backpacking around Africa (unemployed)

May 1995 – Apr. 1997 Accountant (Controller), Trans-Pac Resources Ltd., Vancouver, BC

March 1990 – Apr. 1995 Senior Accountant, Holiday Travel Consultants Ltd., Vancouver, BC

Sept. 1987 – Mar. 1990 Bookkeeper/Administrator/Security Supervisor, Vancouver Rowing Club, Vancouver, BC

June 1986 – Apr. 1987 Security/First Aid, EXPO86/EXPO Disposal Corp., Vancouver, BC

SCHOLARLY AND PROFESSIONAL ACTIVITIES:

Publications

Molot, L.A., Watson, S.B., Creed, I.F., Trick, C.G., **McCabe, S.K.**, Verschoor, M.J., Sorichetti, R.J., Powe, C., Venketiswaran, J.J., and Schiff, S.L. **2014**. A novel model for cyanobacteria bloom formation: The critical role of anoxia and ferrous iron. *Freshwater Biology* 59(6): 1323-1340.

Boutin, C., Baril, A., **McCabe, S.K.**, Martin, P.A., and Guy, M. **2011**. The value of woody hedgerows for moth diversity on organic and conventional farms. *Environmental Entomology* 40: 560-569.

Cyr, H., **McCabe, S.K.**, and Nurnberg, G.K. **2009**. Phosphorus sorption experiments and the potential for internal phosphorus loading in littoral areas of a stratified lake. *Water Research* 43: 1654-1666.

McCabe, S.K., and Cyr, H. **2006**. Environmental variability influences the structure of benthic algal communities in an oligotrophic lake. *Oikos* 115: 197-206.

McCabe, S.K. **2006**. Environmental variability from internal waves affects benthic algal diversity in the littoral zone of a lake. *Thesis (MSc), University of Toronto*.

Conference Presentations

- McCabe, S.K.**, and Molot, L.A., **2012**. Vertical migration by filamentous cyanobacteria (*Aphanizomenon spp.*) and the implications for algal blooms in Lake 227, Experimental Lakes Area, Ontario, Canada. **Ecological Society of America**, Portland, Oregon. August 10, 2012.
- McCabe, S.K.**, and Molot, L. **2011**. Are both cyanobacterial and green algal growth limited by phosphorus? **Society of Canadian Limnologists**. Toronto, ON. January 8, 2011.
- McCabe, S.K.**, Molot, L., Verschoor, M., and Paterson, A.M. **2009**. Can a fluorometric probe be used to measure *in situ* phytoplankton pigments in coloured waters? **Society of Canadian Limnologists**. Ottawa, ON. January 11, 2009.
- McCabe, S.K.**, Molot, L., Verschoor, M., and Paterson, A.M. **2009**. The potential influence of iron on freshwater algal blooms. **Society of Canadian Limnologists**. Ottawa, ON. January 11, 2009.
- McCabe, S.K.**, and Cyr, H. **2007**. Wind-driven internal waves, shoaling, and sediment resuspension in the littoral zone of an oligotrophic lake. **Society of International Limnologists**. Montreal, QC. August 12-18, 2007.
- Cyr, H., and **McCabe, S.K.** **2007**. Does wind-induced sediment resuspension contribute to phosphorus loading in the littoral zone of an oligotrophic lake? **Society of International Limnologists**. Montreal, QC. August 12-18, 2007.
- McCabe, S.K.**, and Cyr, H. **2005**. How does benthic algal community diversity change under different regimes of environmental variability in a Canadian Shield lake? **Ecological Society of America**. Montreal, QC. August 10, 2005.
- McCabe, S.K.**, and Cyr, H. **2005**. A correlation between environmental variability and benthic algal community diversity. The **Peter Yodzis Colloquia** in Fundamental Ecology. Guelph, ON. May 5-7, 2005.
- McCabe, S.K.**, and Cyr, H. **2005**. The importance of environmental fluctuations from internal waves to benthic algal community structure. **Society of Canadian Limnologists**. Windsor, ON. January 6-9, 2005.

Community Science Outreach Volunteer

2010-2011 York University Mars Rover Science Team Advisor

2008-2010 York University Eng. & Science Olympics (YES)



2005-2006 Let's Talk Science Campus Coordinator University of Toronto

2004-2005 Let's Talk Science Classroom Presenter University of Toronto

2005-2008 Toronto Sci-Tech Fairs Judge

Departmental and University Service

York University

2012-2013 Senate Working Group on External Partnerships

2007-2010 Senator

2009-2010 Academic Policy, Planning and Research Committee

2007-2009 Senate Committee on Research

2008-2008 Senate Executive Working Group on Senate Reforms

2007-2009 Graduate Student Association representative for Biology

University of Toronto Zoology Department

2004-2005 Social Committee

2004-2006 Academic Appeals Committee

2005-2006 Zoology TA Union Steward

COURSES TAUGHT IN PAST FIVE YEARS:

HUMBER COLLEGE ITAL:

SCIE019 Dangerous Earth

SCIE021 The Environment

SCIE028 The Science of Everything

SCIE202 Introduction to Environmental Studies (online)

UNIVERSITY OF GUELPH-HUMBER:

AHSS2160 Scientific Achievements of the 20th Century

YORK UNIVERSITY:

GEOG2500 Introduction to Vegetation and Soils

GEOG3200 Terrestrial Ecosystems

SENECA COLLEGE:

ATE351 Aquatic and Terrestrial Ecology

IER403 Ecology

Nielson, James

DEGREES

Ph.D., English Literature, McGill University, Montreal, Quebec 1991
Dean's Honour Roll

M.A., English Literature, McGill 1986
Dean's Honour Roll

B.A., English Literature, University of Washington, Seattle, Washington 1984
Andrew H. Hillon Prize; Dean's Honour Roll

EMPLOYMENT HISTORY

September 2010 – Present Humber College, Toronto, Ontario
Instructor, Liberal Studies

February 2001 – Present Onestep Solutions, Sole Proprietorship, Toronto, Ontario
Independent freelance Web developer, corporate trainer, graphic designer, writer, editor, and translator

Nov. 1995 – Feb. 2001 Sympatico (aka MediaLinx Interactive/Sympatico-Lycos Inc. (now Bell Internet)), Toronto, Ontario

1992 – 1995 University of British Columbia, Vancouver, British Columbia -
Lecturer in English

1989 – 1992 McGill University, Montreal, Quebec
Lecturer in English

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Conference presentations

1987 "Authors as Others: Bakhtin, Dostoevsky, Nabokov," a paper delivered at a special session on Mikhail Bakhtin at the 1987 Modern Language Association Convention, San Francisco

1989 "Stuff and Nonsense: Thomas Nashe's Praise of the Red Herring," Conference Theme Address, 1989 English Renaissance Prose Conference, Purdue University

- 1993** Chair, "Shakespeare 2," 1993 Pacific Northwest Renaissance Conference, University of British Columbia
- 2011** "Calling on Everybody: Using Technology to Encourage Participation in the Classroom," Showcase Conference 2011, Humber Institute of Technology & Advanced Learning

Online course development at Humber College

ECON 006: The History of Money
 HUMA 028: Pop Culture: Shaping How We Live
 HUMA 037: Art Matters
 PHIL 017: Introduction to Ethics

Research funding

- Mellon Fellowship in the Humanities
- Reverchon Postdoctoral Fellowship
- Friends of McGill Fellowships
- Québec Differential Fee Awards
- McGill University Faculty Travel Grant;

PUBLICATIONS

- 1993** *Unread Herrings: Thomas Nashe and the Prosaics of the Real* (New York: Peter Lang, 1993).
- Winter 1993** "Reading Between the Lines: Manuscript Personality and Gabriel Harvey's Drafts," *SEL: Studies in English Literature 1500-1900*, Vol. 33, No. 1 (Winter 1993): 43-82.
- Winter 1993** "William Kemp at the Globe," *Shakespeare Quarterly*, Vol. 44, No. 4 (Winter 1993): 466-68.
- 1994** "Nicholas Breton," *Dictionary of Literary Biography, Vol. 136: Sixteenth-Century British Non-Dramatic Writers, Second Series* (Detroit: Gale Research, 1994), pp. 28-37.

1995

Genesis by Michel Serres (Ann Arbor: University of Michigan Press, 1995). Translation, in collaboration with Genevieve James

COURSES TAUGHT IN THE LAST FIVE YEARS

HUMBER COLLEGE ITAL

Huma 024 – Humanities (College – Classroom)

WENDY O'BRIEN-EWARA

Degrees:

- 2013 Ph.D. (Philosophy), University of Waterloo
1989 M. A.(Philosophy), University of Western Ontario
1986 B. A. (Philosophy), University of Winnipeg

Employment History:

- 1993 – present Humber College, Professor, Liberal Arts and Sciences Division, full-time employment.
- fall-1994 Wilfrid Laurier University, Lecturer, Philosophy Department, contract employment.
- winter – 1991 University of Waterloo, Lecturer, Philosophy Department, contract employment.
- summer/fall – 1990 Wilfrid Laurier University, Lecturer, Philosophy Department, contract employment.
- 1994 Greenwood Press, Copy Editor, *A Journey into the Philosophy of Alain Locke*, Dr. Johnny Washington, Westport, CT.

Academic Honours/Awards:

- 1991 – 1993 Provost Doctoral Scholarship, University of Waterloo,.
- 1988 Faculty of Graduate Studies Entrance Scholarship, University of Western Ontario,.

Courses Taught:

- 1993 – present, Humber College, *Humanities, Power, Ethical Issues, Theories of Beauty, Contemporary Moral Issues, Women's Lives.*
- 1994 Wilfrid Laurier University, *Business Ethics.*
- 1991 University of Waterloo, *Introduction to Social and Political Philosophy.*

1990 Wilfrid Laurier University, *Ethical Theory, Theories of Beauty*.

Publications:

Thompson Publishing -"The Gender Dance," Humanities, 1993,

Thompson Publishing – "More Than Words Can Say," Humanities, 1995.

CONFERENCE PAPERS:

"Of Philosophers and Sophists," Canadian Society for the History of Rhetoric,
Learneds, Kingston, Ontario, May, 1991

"Helene Cixous and Ecriture Feminine: Situating a Feminine
Ethics," International Philosophy and Literature Association, Annual Meeting,
Montreal, Quebec; Kingston, Ontario, May, 1991

"Justifying Economic Democracy," University of Waterloo, March, 1991

"Democracy and Prior Rights: Reflections on Dahl and Gould," Canadian
Graduate Students' in Philosophy Conference, University of Alberta,
Edmonton, Alberta, February, 1991

"Reflections on the Challenges Facing Women Graduate Students in
Philosophy," invited talk at the Ontario Philosophic Association, Annual
Meeting, Chairpersons' Luncheon, October, 1990

"The Politics of AIDS," University of Waterloo, February, 1989

NATHAN RADKE

DEGREES

M.A. Sociology, Department of Sociology, Lakehead University, Thunder Bay, Ontario (2002)

B.A. Sociology and Philosophy, Trent University, Peterborough, Ontario (1989)

EMPLOYMENT HISTORY:

Sept. 2006 - Present Professor, School of Liberal Arts and Sciences, Humber College
Institute of Technology and Advanced Learning, Toronto, Ontario

2002- 2010 Contract Faculty, Faculty of Arts and Humanities, Sheridan
College, Brampton and Oakville, Ontario

SCHOLARLY AND PROFESSIONAL ACTIVITIES:

2011 – Present Teaching Excellence Program, Humber College ITAL

2009 – 2011 Mentor, School of Liberal Arts and Sciences, Humber college ITAL

2009 – Present Curriculum Development, Department of Liberal Studies, Humber
College ITAI; Developed three new courses both for classroom
and online delivery.

2009 Blackboard Clinic for Online Teachers, Humber College ITAL

PUBLICATIONS AND PRESENTATIONS:

Video tutorials – Humanities @ Humber Project:

“Epistemological Terror.” 2011. An Exploration of the epistemological question “what can we know for sure?”

“How to Condition Your Professor.” 2010. An instructional video on how to use B.F. Skinner’s concepts of operant conditioning to program your professor to end class early.

“Wake up with Freud.” 2010. A visual description of the nature of and relationship between the three parts of the self, as theorized by Sigmund Freud.

“Kuhn’s Paradigm shift.” 2009. A description of Thomas Kuhn’s concept of the paradigm shift as described in his 1962 book the *Structure of Scientific Revolutions*.

COURSES TAUGHT IN PAST FIVE YEARS:

HUMBER COLLEGE ITAL

HUMA 024 – Humanities: An Introduction to Arts and Sciences (College – Classroom and Hybrid)
HUMA 028 – Popular Culture: shaping How we Live (College – Classroom and Online)
HUMA 039 – Digital Culture (College- Classroom and Online)
HUMA 041 – Exploring Music and Film
SOC1 002 – Introduction to Sociology (College – Classroom and Online)
SOC1 019 – Sport and Society (College – Classroom)
SOC1 033 - Sociology of Cultural Difference (College - Online)
SOC1 106 – Sociology of Canadian Society (College - Classroom)
PHIL 025 – Philosophy of Love and Sex (College - Classroom)
SOC1 402 – Sociology of Technology (University – Classroom)

SHERIDAN COLLEGE

HUMN11713G – Perspectives on World Issues (College – Classroom)
HUMN 17632 – Introduction to Critical Thinking (College – Classroom)
MEDA 14857G – The Media and Current Events (College – Classroom)
PHIL 17545G – Philosophy of Love and Sex (College – Classroom)
PHIL 13275GD – Modes of Reasoning (College – Classroom)
PHIL 16121GD – Introduction to Philosophy (College – Classroom)
PSYC 19599G Understanding Cults (College – Classroom)
SOC1 16039G – Introduction to Sociology (College – Classroom)
SOCS 10206G – Social and Behavioural Science (College – Classroom)

STEPHEN STOCKTON

Degrees

- 2003 Bachelor in Education, OISE, University of Toronto Intermediate/Senior – Physics and Biology
- 2008 Doctorate in Biology, University of Ottawa, Community Ecology and Introduced Species
- 1998 Bachelor of Science, Major in Biophysics, University of Guelph,
- 1993 Bachelor of Arts, Major in Philosophy, Minor in History, University of Guelph,

Employment History

- 2009 – present Professor Humber College, Toronto
- 2007 – present Radio Columnist, CBC Radio 1, *Fresh Air*
- 2008 Curriculum Designer, Grades 9-12 High Park Nature Centre, Toronto
- 2007-2008 Science Presenter, Grade 8 Scientists in School, GTA
- 2004-2009 Ecologist, NatureStock, Toronto
- 2003-2004 Ecologist, Gartner Lee Limited, Markham

Honours

- 2008 OISE Award of Excellence (Intermediate/Senior level)

Scholarly and Professional Activities

- 2009 Online Teaching Clinic – Humber Open Learning Centre
- 2008-present Humber Teaching Excellence Program



2008	Teaching and Learning in the Applied/Workplace Classroom (OISE)
2008	How Authentic Assessment Can Motivate and Inspire Students (OISE)
2006	Green Roofs 101 (Peck & Associates)
2005	Leadership in Energy Efficient Design (LEED Canada)
2005	Applied Ecology (Ryerson University)
2004	Airphoto Interpretation (Gartner Lee Ltd.)
2004	Vegetative Slope Stabilization (Sotir and Associates)

Courses Taught in Past Five Years

- Scientific Achievements of the 20th Century SCIE 403 (degree) face-to-face
- Introduction to Environmental Studies SCIE 202 (degree) face-to-face
- The Environment SCIE 021 (diploma) face-to-face, and online
- The Origins of Life SCIE 016 (diploma) face-to-face
- The Nature of Ontario GEOG 010 (diploma) face-to-face

Publications

1. Martin, J.L., S. Stockton, S. Allombert, A.J. Gaston (2009). Top-down and bottom-up consequences of unchecked ungulate browsing on plant and animal diversity in temperate forests. *Biological Invasions* November 2009, online at <http://www.springerlink.com/content/m05u0110q11tpn68/>
2. Stockton, S. (2008). Drive a stake into lake pollution, *Cottage Life* magazine, Oct. 2008.
3. Stockton, S. and A.J. Gaston (2008). *Introduction to the terrestrial ecology of Laskeek Bay, pp. 55-56, and*
4. Stockton, S. (2008). The effects of deer on plant diversity, pp. 64-69, and
5. Gaston A.J., S.T. Sharpe, S. Stockton, T.E. Golumbia, and J.L. Martin (2008). Reduction in deer numbers on Reef and
6. SGang Gwaay: progress, results, and vegetation changes, pp. 103-116 in Gaston *et al.* (eds.) *Lessons from the Islands:*
7. Introduced species and what they tell us about how ecosystems work. Canadian Wildlife Service Special Series Publication, Environment Canada, Ottawa.
8. Stockton, S. (2007). Take-action tips for cottaging more lightly: Green Guide in *Cottage Life*

magazine, May 2007.

9. Gaston, A.J., S. Stockton, and J.L. Smith (2006). Species-area relationships and the impact of deer-browse on the complex phytogeography of the Haida Gwaii archipelago (Queen Charlotte Islands), British Columbia. *Ecoscience* 13(4): 511-522.
10. Stockton S. (2006). Homeowners' Guide to Rainfall. Internet-based Resource for *Riversides*. Available online at Riversides.org/rainguide
11. Stockton, S. (2006). The Ghost of DDT. *Alternatives Journal* 32 (2): 5.
12. Stockton, S. (2006). Yo(del), dude, this is my lake. *Cottage Life*. July/August: 19.
13. Stockton, S. and L. Bobechko (2006). Revenge of the bats / Mystery of the narwhal. *Alternatives Journal* 32 (1): 4-5.
14. Stockton, S., J.L. Martin, and A.J. Gaston (2005). A natural experiment on the effects of high deer-densities on the native flora of coastal temperate rain forests. *Biological Conservation* 126: 118-128.
15. Allombert, S., S. Stockton, and J.L. Martin,(2005). A natural experiment on the impact of deer on forest invertebrates. *Conservation Biology* 19 (6): 1917-1929.

DOUGLAS GLEN WRIGHT

Degrees

2000 Ph.D. *Philosophy*, University of Toronto,
1992, 1995 B.A., M.A. University of Guelph

Employment History

Humber Institute of Advanced Technology and Learning: 2004 to present
University of Toronto Schools (High School): 2004 to 2005
University of Toronto: 1999 to 2004

Scholarly and Professional Activities

Peer Reviewer: Humanities Program 2009
Orientation Address to New Degree Students: Fall 2007 and 2008
Humanities Editorial Committee: 2007 to 2008
Hiring Committee (Humanities): Spring 2007
“Fair Play in Teaching Philosophy of Religion,” Keynote Address, Ontario
Philosophy Teacher’ Association Annual Meeting, University of Toronto Schools, May 2007
“Teaching Epistemology to High School Students,” Ontario Philosophy T
eachers Association Annual Meeting, University of Toronto Schools, May 2005
Commentary on Steven rice’s “Intuition in Descartes’ Mediations” 48th Annual
Congress of the Canadian Philosophical Association, Winnipeg, May 2004.

Courses Taught 2004 to Fall 2009

At Humber:

Brainstorms once lecture degree level



Ethics	twice	lecture	degree level
How Is Society Possible?	twice	lecture	degree level
Humanities	23 times	lecture	diploma level
Humanities	once	on-line	diploma level
Person, Mind, and Body	4 times	lecture	degree level
Power 701	once	lecture	degree level
Power 702	twice	lecture	degree level
The Good Life	8 times	lecture	degree level

At UTS:

Philosophy	once	lecture / activities	grade 11
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At University of Toronto:

Philosophy and Literature	once	lecture	degree level
Politics and Education	once	lecture	degree level
Introduction to Philosophy	once	lecture	degree level
Philosophy of Education	twice	lecture	degree level
Philosophy of Sexuality	once	lecture	degree level
Theories of Self	once	independent study	senior undergraduate

PUBLICATIONS

Autobiography as Philosophy, co-editor with Thomas Mathien, Routledge, 2006

“Montaigne: Philosophy Without Heroism” in *Autobiography as Philosophy*

“The Subject of Nietzsche’s Ecce Homo” in *Autobiography as Philosophy*

“Introduction” with Thomas Mathien in *Autobiography as Philosophy*

“Rousseau’s Confessions: The Tragedy of Teleology” (Refereed) *The Journal of Social and Political Thought*, January 2003, Volume I, Number 4

SECTION 7: ACADEMIC CALENDAR

Below is the link for the webpage for the Bachelor of Applied Arts (Criminal Justice):

<http://www.humber.ca/program/bachelor-applied-arts-criminal-justice>

SECTION 8: POLICIES

All policies on file with PEQAB are current.

Section 9: ADDITIONAL MATERIALS

Information item	Self Study Section 3	Academic Calendar	Addendum
Admission, Promotion, Graduation and Enrollment URL for Academic Regulations: http://www.humber.ca/sites/www.humber.ca/files/academic-regulations/2012-2013_admissions_req_academic_regs.pdf			
Direct entry admissions requirements Web page for the BAA (CJ) http://www.humber.ca/program/bachelor-applied-arts-criminal-justice	Page 7	See direct entry admission requirements URL	
Admissions statistics for direct entry: enrolments in the most recent four years of the program, average and range of achievement level for entry into the program for each of the four years	Page 9		
Requirements for advanced standing in the program	Pages 9, 103	See Admission, Promotion, Graduation & Enrolment URL	
Admissions statistics for advanced standing: percentage of students admitted at an advanced level in the program for each basis of entry (PLAR, credit/credential recognition)	Page 9		
Retention statistics for the most recent four years of the program (and the method used to calculate them)	Page 11		
In cases where the program provides degree completion arrangements for holders of other credentials (or completion of a portion of those credentials) the gap analyses that identify gaps in knowledge and skills and how those are addressed			9-25
Level of achievement required for promotion within and graduation from the program	Page 103		
Curriculum			
Program Advisory Committee members	Pages 67, 121		

Information item	Self Study Section 3	Academic Calendar	Addendum
and minutes			
Learning Outcomes <ul style="list-style-type: none"> degree outcomes 			9-8
<ul style="list-style-type: none"> program outcomes 			9-11
<ul style="list-style-type: none"> breadth outcomes (for undergraduate programs) 			9-13
Work Experience <ul style="list-style-type: none"> requirements 	Pages 34-36		9-14
<ul style="list-style-type: none"> learning outcomes 			9-15
<ul style="list-style-type: none"> evaluation strategies 			9-17
<ul style="list-style-type: none"> supports 			9-17
Credential Recognition			
Employer recognition	Pages 107, 112, 176		
Recognition for further study	Pages 112, 115		
Accreditation status (where relevant)	Page 115		
Physical and Learning Resources for the Program			
Library resources	Pages 68, 110		
Computers, printers, other applicable technologies	Page 66		
Classroom space	Pages 66, 110		
Laboratory space, workstations, studios	Page 66		
Specialized equipment	Page 66		
Plan and schedule for the renewal and upgrading of resources	Page 66		
Faculty			
Faculty/student ratio currently and for each year of delivery during consent	Page 21		
Program Delivery Methods and Resources			
Administrative, professional and technical staff involved in delivery	Electronic Policy documents on file with PEQAB - Section 8		

Information item	Self Study Section 3	Academic Calendar	Addendum
Consortial agreements where applicable			
Hardware, software and other technological resources to support online delivery			
Optional Materials			
Research and Scholarship	Pages 73, 111		Page 9-4

Addendum 9.1 FACULTY RESEARCH AND SCHOLARSHIP

Humber appreciates the recent clarification added to the PEQAB requirements relating to scholarly activities of faculty members (Handbook for Ontario Colleges, 2014, Footnote 13). Faculty scholarly activity in this degree program is aligned with PEQAB expectations.

Humber recognizes the importance of having faculty engage in a level of scholarship and research or creative activity to ensure their currency in the field. Humber is committed to providing opportunities and support for faculty to attend conferences, present papers, and produce some scholarly work and encourages faculty members to identify and pursue such activities.

In 2009, Humber established a new position, Dean of Research, to advance the research agenda at the college. Research and research related activities are a key component of Humber's institutional strategic vision for a number of reasons:

1. Research provides direct benefits for Humber students
2. "Scholarship of Discovery" is a key Humber value
3. Research keeps our faculty and staff at the leading edge of their fields
4. Humber research leads to economic benefits for the GTA, Ontario, and beyond

Whether it is an individual faculty research project, a school-led research area, or an institute-wide research initiative, the emphasis is on the integration of Humber research activities with academic programming. As such, research at Humber enriches our core business – providing excellence in education and training for our highly diverse student population studying in programs that range from apprenticeships through four-year degrees to graduate certificates.

Humber faculty members are encouraged to become engaged in Humber's evolving research enterprise.

While the amount of faculty research has been limited to date, faculty members do keep current in their field through working in the industry and engaging in academic and industry-based research and some are active in publishing articles. Question 6.7 of the self-study highlights examples of research/scholarly activities in which faculty members have engaged.

Faculty are intellectually engaged with developments in their fields, including but not limited to

- Publishing professional publications in their fields
- Participation and/or presentations at provincial, national and international conferences, competitions or exhibitions in their fields
- Engagement with the scholarship of pedagogy in their fields
- Engagement in applied or basic research, labour market research, and/or related industry needs assessments
- Creative contributions to their field through exhibitions or related forms

All faculty participate in research and scholarly activities. Some examples include:

- Jeanine Webber, Ph.D, RSW, attended The Society for Social Work and Research conference held in Washington D.C. to present her research paper entitled, "*Do Girls with Comorbid Externalizing and Internalizing Disorders Benefit from Cognitive-Behavioural Treatment for Disruptive Disorders?*"
- Dr. Webber also presented at the International Community Corrections Association in Orlando, Florida on "*Tight Budget? No Problem Research is Possible*".
- Dr. Webber wrote, with Sonya Spencer (St. Leonard's Society of Toronto), a Federal Government Report - "*Day Reporting Centres: Working Towards National Implementation*".
- Dr. Webber was awarded SIRF funding to conduct a program evaluation of the Safer Tomorrow through Education & Play program in 2011. This is an after school crime prevention program operated by the St. Leonard's Society of Toronto.
- Dr. Daniel and Dr. Webber were awarded SIRF funding in 2012 to conduct a study related to "prison sitting". Their findings were presented at the Canadian Congress on Criminal Justice, Vancouver.
- Professor, Aqeel Saeid, recently two co-authored research papers published including:
 - Maiter, S., Joseph, A., Shan, N. and Saeid, A. *Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members*. Qualitative Research, 2012 DOI: 10.1177/1468794112455037
 - Preston, D. McAvoy S., Saunders, C., Gillam, L., Saeid, A., & Turner, N. *Problem gambling and mental health co-morbidity In Canadian federal offenders*. *Criminal Justice and Behavior*. Accepted for publication May 2012.
- Dr. Saeid is currently conducting a study at Humber on *Gambling and Problem Gambling among College Students*. This project is funded by Humber's Research Department.
- Professor Alyssa Ferns presented a co-authored research paper in Quebec City: **Ferns, A., & Bennell, C.** (Jun 2013). *The influence of scene complexity on split-second shooting decisions: Evidence for a white shooting bias*. Presented at the annual Canadian Psychological Association Convention. Quebec City, QC, Canada.
- Professor Ferns also presented another co-authored research paper in September 2013 in Ottawa: **Ferns, A., & Bennell, C.** (Sep 2013). *The influence of race on split-second shooting decisions: The effectiveness of an implementation intention training strategy*. This was presented at the annual Society of Police and Criminal Psychology Conference. Ottawa, ON, Canada.
- Dr. Ferns was awarded the Eileen Gupton Memorial Award for the best Professional Poster at the Society of Police and Criminal Psychology conference.

- Professor Greg McElligott, co-presented research in Waterloo in 2012: (with Justin Piché) (2012) *Grand visions interrupted? Debating the future of federal prisons in Canada*. Canadian Law and Society Association, Congress of the Social Sciences and Humanities, Waterloo. Professor McElligott co-presented research again in October 2013 in Vancouver, British Columbia: (with Justin Piché) (2013) *Canada's prison profiteers*. Canadian Congress on Criminal Justice, Vancouver.
- Dr. Douglas Thomson was successful in securing a SIRF grant on student reading and library research practices

Question 6.7 of the self-study highlights examples of research/scholarly activities in which faculty members have engaged.

Funding for Research

STAFF INITIATED RESEARCH FUND (SIRF)

Funding is available for full-time Faculty and staff to support original, externally-focused research projects. Eligible projects will have

- a clear, testable research question,
- a clear connection to the applicant's area of expertise,
- a plan to involve a student or students as research assistants,
- a critical path of 12 months or less, and
- a budget of \$8,000 or less.

SIRF funding can support:

- Student research assistants
- Technical or clerical support
- Materials associated with research
- Research participant honoraria (typically gift cards from the bookstore or food services)
- Equipment (returned to the Research office when the project is complete)

Researchers who do not yet have a fully defined, testable research question should consider applying for DAIR (Developing Activities and Ideas for Research) funding. DAIR provides support for collecting pilot data that has the potential to lead to a SIRF project.

DEVELOPING ACTIVITIES AND IDEAS FOR RESEARCH

This fund offers initial support for a full-time faculty or staff member whose project is not yet developed enough to be eligible for SIRF funding.

This funding will support:

- Student research assistants who are work-study eligible
- Honoraria for study participants
- Up to 15% of budget for equipment that is returned to Research when the project is completed

Addendum 9.2 LEARNING OUTCOMES

DEGREE LEVEL OUTCOMES

Degree Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
<p>Upon graduation of a baccalaureate degree level program the graduate will demonstrate sufficient rigour, breadth and depth required to satisfy Ontario Qualifications framework. Specifically, a graduate will:</p>	<p>Note: All of the courses in the degree contribute to the attainment of the degree level outcomes but the following courses or course segments emphasize specific aspects of the outcomes.</p>
<p>1. Demonstrate more than an introductory knowledge of the overall discipline/major field(s) as well as a specialized area within that discipline.</p>	<p>Core courses in years 3 and 4</p>
<p>2. Demonstrate more than an introductory knowledge of a discipline outside the core field(s) of study.</p>	<p>Non-core breadth electives, particularly upper level courses</p>
<p>3. Conduct modes of inquiry/analysis that reflect multiple perspectives found within and outside the field of study.</p>	<p>Canadian Courts Evolving Through the Charter Foundation of Law Victims in the Criminal Justice System Social Problems and the Justice System First Nations People & Criminal Justice Systems Psychology of Criminal Conduct Clinical Criminology Sociological Theories of Crime Social Policy Issues & the Criminal Justice System Restorative Justice Special Topics in Criminal Justice Criminal Justice Research Project Breadth electives, particularly upper level courses</p>
<p>4. Conduct inquiries and critically evaluate arguments, assumptions, abstract concepts and data (qualitative and quantitative) to make judgments and to frame appropriate questions, arguments and solutions using methodologies inherent in the discipline/field of study.</p>	<p>History of Correctional Institution Community Corrections Youth & Crime Conflict Management Introduction to Criminology Canadian Courts Evolving Through the Charter Foundation of Law First Nations People & Criminal Justice System Psychology of Criminal Conduct Clinical Criminology</p>

Degree Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	Addictions & Impulse Control Sociological Theories of Crime Social Policy Issues & the Criminal Justice System Restorative Justice Special Topics in Criminal Justice Criminal Justice Research Project
5. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	Human Rights & Diversity Interpersonal Skills and Group Dynamics Counselling Theory & Practice Conflict Management Contemporary Policing Victims in CJS Contemporary Policing Canadian Courts Evolving Through the Charter Foundation of Law First Nations People & Criminal Justice System Psychology of Criminal Conduct Clinical Criminology Sociological Theories of Crime Social Policy Issues & the Criminal Justice System Restorative Justice Special Topics in Criminal Justice Criminal Justice Research Project Work placements
6. Analyze the historical and contemporary developments of the field.	History of Correctional Institution Community Corrections Introduction to the Canadian Criminal Justice System Introduction to Criminology Victims in CJS Canadian Courts Evolving Through the Charter Foundation of Law First Nations People & Criminal Justice System Psychology of Criminal Conduct Gender in the Criminal Justice System Clinical Criminology Sociological Theories of Crime Social Policy Issues & the Criminal Justice System Restorative Justice

Degree Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
7. Plan, conduct and evaluate applied research and/or produce a body of original, creative work.	Core courses in Years 3 & 4 Special Topics in Criminal Justice Criminal Justice Research Project
8. Demonstrate leadership skills as well as, collaboration, cooperation and consultation skills as a team member.	Interpersonal Skills and Group Dynamics Counselling Theory & Practice Contemporary Policing Management in the Criminal Justice System Special Topics in Criminal Justice Criminal Justice Research Project Work placements
9. Demonstrate the skills, knowledge and abilities required for both further education and successful employment in the field of study.	All core and non-core courses Work placements
10. Adhere to academic, professional, ethical and legal codes of conduct.	Introduction to Criminology Conflict Management Contemporary Policing Criminal Law & Procedure Social Policy Issues & the Criminal Justice System Restorative Justice Special Topics in Criminal Justice Criminal Justice Research Project Work placements

CORE PROGRAM LEARNING OUTCOMES

At the completion of the program, the successful graduate is able to:

1. Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.
2. Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.
3. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.
4. Analyze the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.
5. Outline and interpret the historical development of the Canadian Correctional System while discussing the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.
6. Analyze the structure and operation of correctional facilities.
7. Evaluate the complex role of the community in the Criminal Justice system while discussing the roles of the various players within the criminal justice system and the interdependence that exists among them.
8. Identify the process of program management and measure the cost and effectiveness of correctional programs.
9. Discuss the challenges and rewards of working with special populations in an institutional and community setting.
10. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions while evaluating alternatives to the current correctional intervention strategies, with a view to anticipating future directions.
11. Examine and apply a range of research strategies and methods and assess the appropriateness of their use.
12. Formulate and evaluate criminological questions with clarity while analyzing the ethical implications of criminological research in a variety of applied research settings.
13. Discuss criminological topics with an appreciation of criminological theory, of evidence, limitations, and of relevance to current debates and present conclusions in a variety of appropriate academic formats.

14. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall, working effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view through the use of effective conflict management skills.
15. Acknowledge the limits of knowledge in the field of social science and criminal justice through academic writing and professional practices.
16. Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.
17. Demonstrate ongoing self-reflection, self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.

NON-CORE BREADTH LEARNING OUTCOMES

Definition of non-core courses: Breadth courses at Humber are those that contribute to knowledge in fields unrelated to the main field(s) of study. All breadth courses are designed to provide graduates with the skills, knowledge and awareness that they will need for their future roles as professionals, citizens, and members of a global community.

1. Demonstrate creative and critical thinking, qualitative and quantitative reasoning, problem solving, research, written and oral communication skills
2. Demonstrate more than an introductory knowledge in the humanities, sciences, social sciences, global cultures and/or mathematics
3. Demonstrate the values and skills associated with being responsible, reflective individuals in a range of economic, social, political, cultural and personal environments.
4. Critically analyze and evaluate the distinctive assumptions and modes of analysis of a discipline outside the core field of study.
5. Engage in productive and informed dialogues that reflect current knowledge in a discipline outside the core field of study.

Addendum 9.3 NATURE OF WORK PLACEMENT

Students will participate in two mandatory unpaid work terms of 8 weeks of professional experience. The placement may be in federal, provincial or community correctional centres, crime prevention organizations, or police services. Students will have an opportunity to work in community based and institutional criminal justice environments. During their work placement, students may have a variety of responsibilities and take on roles to assist provincial probation officers, federal parole officers, and correctional officers, advocate within community agencies, work in crime prevention, front desk work, supervise calls, ride-along with officers, write assessment reports, refer calls, work in private security, or assist in administrative duties. Students will have an opportunity to identify a specific area of interest for their work placement.

Support for Work Experience

Similar to the placement of students in Humber's range of diploma and degree programs, not all work placement positions are paid positions. Every effort is made to assist students to find paid work placements. Humber has a history of successfully finding quality work placements for students in its social science programs. It is anticipated that many of the employers who provided placements in the past will provide opportunities for degree students. The School currently places 100% of its degree students.

Students are supported by a placement advisor from the School of Social and Community Services. Currently the placement advisor provides tools and resources for securing placements. Each year, the school establishes new employer contacts, permitting students to be better informed about the field's functions, needs and career opportunities. Students are responsible for identifying the nature of their work experience, gaining faculty approval, and setting up an interview with the industry partner and discussing and agreeing to the job functions and proposed learning outcomes from the job experience. This process prepares students with real life job search skills.

Students are also required to take a non-credit two-hour course, Introduction to Practicum Experience, in the third semester of the degree program (See the following course outline). In this course, students complete a job/work placement search and document the process through a series of assignments. This allows them to practice the skills required in self-assessment, resume and cover letter preparation, Internet and telephone research, job interviews and networking. Guest speakers from program related industries are invited to speak on employer expectations, the industry environment and potential career opportunities.

Work Experience Learning Outcomes

Work Experience Learning Outcomes	How work experience puts into practice the program learning outcomes
	<i>During their work experience, students may perform some or all of the following types of tasks which support achievement of program learning outcomes:</i>
Describe the organizational and operational functions of their workplace.	Observe record and evaluate existing conditions, behaviours and decisions made within the field and/or organization noting the organizational hierarchy and reporting structures.
Demonstrate and evaluate the components of professionalism at work.	Adhere to company conduct, dress code and communication styles. Follow protocols with respect to the roles and responsibilities of professional communicators concerns relating to accuracy, liability and deadlines.
Synthesize the many facets of digital communications, decision-making, planning and problem solving.	Function in a workplace setting by working effectively both individually and as a member of a team. Participate in the development of communication projects.
Solve problems, make decisions and evaluate the outcomes of decisions.	Research and analyze data and make recommendations. Identify and analyze needs and goals. Assess resources and limitations in a decision making context. Assist in formulating plans and concepts to satisfy a particular need or strategy. Assess strategies used in reaching target audiences.
Communicate clearly, concisely and correctly as appropriate to the requirements of the position.	Participate in organizational meetings. Meet with clients. Communicate with managers, supervisors, team colleagues, employees. Assist with presentations. Communicate information, interpretations, conclusions and recommendations to all parties involved. Prepare content.

Work Experience Learning Outcomes	How work experience puts into practice the program learning outcomes
Manage the use of time and other resources effectively, to attain work goals within established timelines.	Assist in the preparation of schedules, adhering to deadlines and timeframes and monitoring progress. Adjust timeframes if necessary or redesign work assignments to meet deadlines. Complete assigned work on deadline.
Demonstrate improvement after receiving constructive feedback and take responsibility for own actions and decisions.	Solicit and respond to supervisor feedback on performance. Refine work output in response to feedback.
Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of mutual goals.	Meet with managers/supervisor to determine organizational relationships, department functionality and decision-making processes. Participate in and contribute to team meetings. Work collaboratively with other professionals.
Articulate ideas and information comprehensibly in oral and written forms.	Recognize the importance of producing content that is timely and accurate. Prepare effective content and respond to input.
Apply, consolidate and extend learning in different contextual frameworks and situations.	Apply learning from program to contribute to communications challenges on the job.
Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set tasks.	Conduct research and prepare reports, proposals and recommendations. Take part in meetings to learn about project development and content ideas.

Methods of Evaluating Student During Placement

All on-the-job performance will be evaluated as follows:

A learning contract outlining types of work and expected outcomes will be agreed upon by the employer, student and Humber.

Students are supervised by an Agency Supervisor who is on site during the placement experience. Each student also has a Faculty Supervisor who they can seek assistance, and guidance from during their placement. Faculty Supervisors reach out to Agency Supervisors and maintain communication during the placement experience and provide assistance to Agency Supervisors when needed. The Faculty Supervisor serves as a mediator in the event of problems with the work experience and ensures that the experiences is meaningful and at an appropriate level.

Students in consultation with their Agency Supervisor establish learning goals to work towards achieving during their time with the Agency during the orientation phase of their placements. The Agency Supervisor will commit to ensuring the proper learning experiences are provided to give student the opportunity to achieve established learning goals by signing the learning contract. Students are evaluated throughout their placement by their Agency Supervisor and provided with formal (written and verbal) feedback on an on-going basis during the placement. A formal written evaluation of the student's performance is completed at the end of the placement by the Agency Supervisor. The Agency Supervisor is provided with a standard checklist from Humber that asks them to evaluate both basic professional behaviours such as punctuality, reliability, willingness to take on tasks, flexibility, professional boundaries, and team work in addition to assessing areas of growth and areas that require continued development.

The Faculty Supervisor and/or Placement Coordinator review all documentation and assign a final grade.

Introduction to the Practicum Experience Course Outline



BAA -
Criminal Justice

Faculty instructor	
Fax#:	
E-Mail:	
Office Hours:	
Room #:	

Course Outline

Academic Year 2013-2014

It is the student's responsibility to retain course outlines for possible future use in support of applications for the transfer of credits to other educational institutions.

PROGRAM: Bachelor of Applied Arts in Criminal Justice
COURSE NUMBER: CRIM 255
COURSE TITLE: Introduction to the Practicum Experience
CREDIT VALUE: Non-credit
PREREQUISITE:
PROGRAM CO-ORDINATOR: Jeanine Webber, Ph.D., RSW

APPROVED BY:  August 2013

Derek Stockley, Associate Dean Date



I. COURSE DESCRIPTION

This course prepares students to behave professionally in their field placement. It introduces them to the various types of employment opportunities in the criminal justice field, provides them with the tools to adequately prepare for a placement interview, and to gain exposure to prospective employers through guest speakers. Confidentiality, legal and ethical concepts, clients, supervision, working relationships, and time management are highlighted.

II. LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Develop strategies that will improve their ability to communicate (verbally and nonverbally more effectively)
2. Identify the various types of employment available in or related to the criminal justice field
3. Identify their interests with regards to employment in the criminal justice field
4. Effectively use the telephone and internet to research the labour market, and follow up on applications submitted.
5. Develop a personal career plan by identifying areas of interest, preferences, values, strengths, weaknesses, aptitudes, and transferable skills
6. Complete the components of a job search, including researching potential employers, developing networks, making cold calls to uncover opportunities in the hidden job market, and following up on applications submitted
7. Develop a database of potential employers within the sector of interest
8. Build a professional cover letter and resume-tailoring to their employment of choice
9. Develop future employment contacts through networking and information interviews
10. Respond appropriately to interview questions
11. Demonstrate professionalism and business etiquette
12. Identify the appropriate ways to interact with clients
13. Identify diversity issues concerning their clients
14. Explain the legal and ethical standards expected of workers in the criminal justice field
15. Explain and differentiate between confidentiality, secrecy, and privacy
16. Identify and use skills required for effective performance in groups
17. Develop leadership, problem solving, and time-management skills
18. Critically evaluate feedback

III. COURSE CONTENT OUTLINE

This course provides students' with the necessary skills to adequately prepare for their field placement. To ensure that the requirements are understood, students work in groups where they practice applying the skills through role play, as well as complete and present a major group project which involves all the necessary steps involved in preparing for placement. A detailed course schedule is provided on the first day of class.

Week	Section (1/2)	Topic	Assignment Due	Assignments/ Readings
1-Date	1 & 2	Introduction and Review of Course -review required forms		Introduction of Course Professor- course manual and course expectations
2&3-Date	Section 1 & 2	<ul style="list-style-type: none"> • Exploring with potential opportunities within the CJ field • Identify why they should hire you • Cover letter and resume building (speaker) 		
4&5	Section 1&2	<ul style="list-style-type: none"> • The interview • Research organization • Preparing for the interview itself • What to bring • Attire • Follow-up • Practice your interview skills 	Cover letters and resumes due	
6&7	Section 1 & 2	<ul style="list-style-type: none"> • Preparing for your first day of placement (what to get out of it) • Professionalism/business etiquette • Community safety strategies • Client relationships • Confidentiality and legal issues 		
8&9	Section 1 & 2	<ul style="list-style-type: none"> • How to succeed in placement • Punctuality • Supervisor relationships • Working/networking with co-workers • Time management skills • Leadership/importance of initiative 		
10&11	Section 1 & 2			
12 & 13	Section 1 & 2	<ul style="list-style-type: none"> • Final Quiz • 		

IV. REQUIRED TEXTS:

Field Placement Manual, latest edition. Available through Blackboard

V. ADDITIONAL REFERENCES:

All additional assigned readings will be available electronically through Blackboard.

VI. CLASS FORMAT

Every effort has been made to incorporate the principles and practices of adult learning in the course application. Students will have the opportunity to participate in a variety of learning modes including: Role-plays, practical application exercises, journal writing, group discussions, case studies, film, guest presenters, and lectures.

VII. ATTENDANCE & PARTICIPATION REQUIREMENTS:

Students are *expected to attend each class* and to *participate in a professional manner*. Class attendance and participation will assist you in gaining both the knowledge and skills required for you to be successful in the course, the Criminal Justice BAA Program and in your career in the criminal justice system. Professors in the program are much more likely to give you a good reference letter if you have demonstrated a high degree of professionalism.

Electronic Devices

In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager/phone, please set it to vibrate only. Laptops and other portable computers that are brought to the classroom should be used in a professional manner and should not distract you or anyone else from concentrating on the learning experience.

VIII. METHOD OF STUDENT EVALUATION

The passing mark for this course is 50 %.

Evaluation Procedure: Value:

Covering Letter and Resume 25 %

(1st submission- 10% & 2nd submission- 15%)

All Forms for Field Placement Submitted 15%

Group project 25 %

Attendance and Professional Participation 35 %

Total 100 %

Please note that *all communication* related to preparing your group presentation *must* occur within the course website group discussion, group email or group Wikki created by your Professor for this purpose. A failure to do so will limit the Professor's ability to monitor individual contributions to group work and may negatively impact your individual and group grades.

Turn-it-in

Students may submit all written work to www.turnitin.com.

Turnitin.com uses textual similarity review to check for plagiarism. Please note that all submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the College's use of the Turnitin.com service are described on the Turnitin.com web site. Plagiarism is a serious offence and can lead to significant penalties as stated in section 12 of the 2011-2012 Admission Requirements & Academic Regulations for Degree, Diploma and Certificate Studies. Students are reminded that "not knowing" the definition of plagiarism is not an excuse. Students are encouraged to visit the Humber Library's plagiarism tutorial - You Quote It, You Note It at You Quote It: Interactive Plagiarism Tutorial

<http://library.humber.ca/tutorials/QuoteIT/index.html>

Circumstances may arise whereby a student must continue in a course despite their principled objection to participate in the use of such systems. In those cases, the instructor will provide such students with a reasonable offline alternative to using the system such as, but not limited to:

- Require a short reflection paper on research methodology
- Require a draft bibliography prior to submission of the final work

- Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper; and/or
- Require the submission of specified rough notes and drafts

IX. MISSED TESTS, EXAMINATIONS, AND IN-CLASS PROJECTS

If you are unable to write an exam or complete an assignment during class time, immediately call, e-mail, or see your professor.

If you are ill, etc., documentation will be required before a make-up test, exam, or another assignment is considered.

X. LATE ASSIGNMENTS

Assignments must be completed on the scheduled date, in class. Late assignments will receive a grade penalty as per BAA CJ program policy manual.

XI. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

If you need or desire an accommodation for a disability, please register with Disability Services and provide the instructor with your accommodation letter if you feel comfortable in order for the instructor to modify the way the course is taught to facilitate participation and/or use resources available to us, such as the test centre, Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential.

XII. ACADEMIC REGULATIONS

It is the student's responsibility to be aware of the COLLEGE ACADEMIC REGULATIONS and the BAA CJ PROGRAM POLICIES.

XIII. ACADEMIC CONCERNS/APPEALS

Students having any academic questions or concerns should discuss the matter with the professor as soon as possible. If the issue is not resolved, the student should then consult with the program coordinator. If the two previous attempts at resolution are unsuccessful, the student should then approach the Associate Dean. The student may also wish to refer to the College's Academic Complaint and Appeal Policy.

XIV. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Previous work and/or professional experience(s) as conveyed either through documented experience or a portfolio, then by an interview will serve as an evaluation. Application for consideration is made through the Office of the Registrar.

XV. DISCLAIMER

Every effort will be made by the professor to cover all of the material listed in the course syllabus. However, the order, content and/or evaluation may change if special circumstances arise such as time constraints due to illness, student needs, and/or technology/equipment problems. Should this occur, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

Addendum 9.4 DEGREE COMPLETION

Transfer of Graduates of the Community and Justice Services and Police Foundations Ontario College Diploma programs into the BAA (Criminal Justice)

Graduates from the Community and Justice Services and Police Foundations Ontario College Diploma programs have successfully transferred into the BAA (Criminal Justice) as evidenced in Section 3: Self Study.

Humber's methodology for identifying and bridging the learning gaps that inevitably exist between parallel diploma and degree programs has been well documented in our earlier submissions. Following this established practice, the BAA (Criminal Justice) program learning outcomes were compared to the MTCU program standards of the two year the Community and Justice Services and Police Foundations diploma programs.

Under the current consent, there are well defined pathways for students entering the degree program from the Police Foundations and Community and Justice Services diploma programs.

With an overall GPA of 75% or higher, graduates of these diploma programs may be considered for admission to the four-year BAA (Criminal Justice) degree program. In the case of the Police Foundations diploma program, graduates may complete the degree with the equivalent of six semesters of full-time study plus two eight-week work terms. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher.

In the case of the Community and Justice Services diploma program, graduates holding the required admission requirements for advanced standing may complete the degree with the equivalent of five semesters of full-time study plus two eight-week work terms unless they are exempt from previous studies. Graduates must also possess Humber's COMM 200/WRIT100 or COMM 300/WRIT200, or the equivalent with a grade of 70 per cent or higher. There have been a number of examples of successful student outcomes resulting from these pathways as noted in Section 3: Self Study.

Graduates of all other programs are considered on an individual basis.

Pathway Consent Proposed Change

These transfer pathways were developed under the Port Hope Accord limiting student transfer. In light of the July 2013 PEQAB amendments to credit transfer eliminating previous limitations, Humber is revisiting its credit transfer models and proposes the following amendments to the earlier models. The summary for the block transfers are below.

Block Transfer Summary:

Diploma	Block Transfer
Community & Justice Services	Block transfer of 50% of degree-level credit for a 4-year degree program from a completed 2-year CJS diploma (60 credits). Applicable graduates of the two-year CJS diploma program will enter the degree at the beginning of third year. CJS graduates are required to complete a mandatory minimum 210 hour work placement between semester 5 and prior to the beginning of semester 8. These transfer students are exempt from an additional 210 hour work placement for those who have completed a 400 hour work placement in CJS diploma program.
Police Foundations	Block transfer of 50% of degree-level credit for a 4-year degree program from a completed 2-year PFP diploma (60 credits). Applicable graduates of the two-year PFP diploma program will enter the degree at the beginning of third year. PFP graduates are required to complete a mandatory minimum 420 hour work placement between semester 5 and prior to the beginning of semester 8.
Protection, Security and Investigation	Block transfer of 25% of degree-level credit for a 4-year degree program from a completed 2-year PSI diploma (30 credits). Applicable graduates of the two-year PSI diploma program will enter the degree at the beginning of second year. PSI graduates are required to complete mandatory minimum 420 hour work placement between semester 3 and prior to the beginning of semester 8.

Students holding similar or equivalent diplomas from other Ontario Colleges will also have access to transfer arrangements and advanced standing in the BAA (Criminal Justice) program.

Gap Analysis – Diploma to Degree Transfer

A gap analysis for graduates of the Community & Justice Services, Police Foundations, and Protection, Security and Investigation diploma programs is detailed below.

Summary of Gaps

It is anticipated that some graduates from two year social and community services diploma programs will be interested in transferring into the Bachelor of Applied Arts (Criminal Justice). Humber's methodology for identifying and bridging the learning gaps that inevitably exist between parallel diploma and degree programs has been well documented in its earlier submissions for degree level study. Following this established practice, the Bachelor of Applied Arts (Criminal Justice) program learning outcomes were compared to the MTCU program standards of related two year diploma programs. Outlined below are the degree and diploma learning outcomes, skill and knowledge gaps, and a summary of the learning required to bridge those gaps.

Gaps Identified

Graduates of the two year Community & Justice Services (CJS) diploma program will have studied the broader social science field as well as various functional areas of the criminal justice system, criminology, conflict management, sociology, psychology, and interpersonal skills addressed in the first two years of the degree. This study is sufficient to receive a block transfer for four semesters of degree-level study. Gaps tend to be found in knowledge of depth of study in criminal justice issues explored in the senior courses including issues in Canadian law, First Nations People, clinical criminology, advanced social policy and restorative justice in addition to the research stream of study. There exists a gap in the senior level analytical skills required to analyze and evaluate criminal justice issues with the expected depth of criticism and rigour of degree-level education.

Transfer students will receive a block transfer for 50% of the courses in the degree (two years). CJS diploma graduates will be exempt from the common first year platform in addition to the following courses: Issues in Community & Institutional Corrections: Historical to Present, Introduction to the Canadian Criminal Justice System, Conflict Management, Introduction to Criminology, Contemporary Policing, Victims in CJS, Criminal Law & Procedure, and four of the discipline electives.

The gap will be remediated by having graduates complete an additional four semesters of degree-level study, with the emphasis on courses in the specialization. Any gaps in depth and breadth of study will be addressed in the completion of various courses throughout the final two years of study including Issues in Canadian Law, First Nations People & CJS, Clinical Criminology, Sociological Theories of Crime, Advanced Social Policy, Restorative Justice, and four research courses and one discipline elective. Depth and breadth of study continues in the senior courses in the final year of the degree combined with the learning experiences, volume of reading and the nature of assignments associated with the degree level courses.

This transfer falls within the revised PEQAB benchmark for credit transfer which allows for unlimited transfer of degree-level credit from a completed 2-year diploma.

Note that while the comparisons were made with the MTCU program standards for a Community & Justice Services diploma and the degree program outcomes, specific transfer recommendations have been included for students transferring from the 2-year diploma offered

at Humber. Graduates of the diploma from other Colleges may not have sufficient non-core breadth courses for transfer and/or may be asked to complete additional “reach back” courses and thus would have to complete additional courses to meet the degree requirements.

Graduates of the two year Police Foundations (PFP) diploma program will have studied the broader social science field and have an understanding of conflict management, the Canadian criminal justice system, and introduction to psychology and sociology. This study is sufficient to receive a block transfer for four semesters of degree-level study. Gaps are found in knowledge of depth of study in criminal justice in the final two years of study including law, counselling, clinical criminology and research courses. There exists a gap in the senior level analytical skills required to analyze and evaluate criminal justice issues with the expected depth of criticism and rigour of degree-level education.

Transfer students will receive a block transfer for 50% of the courses in the degree (two years). PFP diploma graduates will be exempt from the common first year platform in addition to the following courses: Introduction to the Canadian Criminal Justice System, Introduction to Criminology, Contemporary Policing, Victims in CJS, and Criminal Law & Procedure, and First Nations People & CJS, in addition to four of the discipline electives.

The gap will be remediated by having graduates complete an additional four semesters of degree-level study. Any gaps in depth and breadth of study will be addressed in the completion of various courses throughout the final two years of study including Issues in Community & Institutional Corrections: Historical to Present, Issues in Canadian Law, Counselling Theory & Practice, Clinical Criminology, Sociological Theories of Crime four research courses and one discipline elective. Depth and breadth of study continues in the senior courses in the final year of the degree combined with the learning experiences, volume of reading and the nature of assignments associated with the degree level courses.

This transfer falls within the revised PEQAB benchmark for credit transfer which allows for unlimited transfer of degree-level credit from a completed 2-year diploma.

Note that while the comparisons were made with the MTCU program standards for Police Foundations diploma and the degree program outcomes, specific transfer recommendations have been included for students transferring from the 2-year diplomas offered at Humber. Graduates of the diploma from other Colleges may not have sufficient non-core breadth courses for transfer and/or may be asked to complete additional “reach back” courses and thus would have to complete additional courses to meet the degree requirements.

Graduates of the two year Protection, Security & Investigation (PSI) diploma program will have studied the broader social science field and have an understanding of psychology, conflict resolution, issues in diversity and the Canadian justice system sufficient to receive a block transfer for two semesters. Gaps exist in knowledge of depth of study in criminal justice in the final three years of study including criminal justice foundational courses, policing, victims in the CJS, counselling and group dynamics in addition to the research courses, and senior year courses. There exists a gap in the senior level analytical skills required to analyze and evaluate criminal justice issues with the expected depth of criticism and rigour of degree-level education. Transfer students will receive a block transfer for 25% of the courses in the degree (one year). PSI diploma graduates will be exempt from the following courses: Government & Social Welfare, Interpersonal Communication, Introduction to Psychology, Ethics & Moral Theory, Human Rights, Diversity & Social Inclusion, Introduction to the Canadian Criminal Justice System, Conflict Management, and Criminal Law & Procedure.

The gap will be remediated by having graduates complete an additional three years of degree-level study. Any gaps in depth and breadth of study will be addressed in the completion of various courses throughout the final three years of study including Issues in Community & Institutional Corrections: Historical to Present, Counselling Theory & Practice, Group Dynamics, Principles of Sociology, Contemporary Policing, Victims in CJS, and Introduction to Criminology. Depth and breadth of study continues in the senior courses in the two years of the degree (in addition to six discipline electives) combined with the learning experiences, volume of reading and the nature of assignments associated with the degree level courses.

This transfer falls within the revised PEQAB benchmark for credit transfer allows for unlimited transfer of degree-level credit from a completed 2-year diploma.

Note that while the comparisons were made with the MTCU program standards for a Protection, Security & Investigation diploma and the degree program outcomes, specific transfer recommendations have been included for students transferring from the 2-year diploma offered at Humber. Graduates of the diploma from other Colleges may not have sufficient non-core breadth courses for transfer and/or may be asked to complete additional “reach back” courses and thus would have to complete additional courses to meet the degree requirements.

In the case of this gap analysis:

Qualified graduates of a 2-year Community & Justice Services diploma program will be required 4 additional semesters of degree-level study to complete the requirements for the degree. Qualified graduates may receive a block credit transfer of up to 50% of degree-level credits (core & non-core). Graduates must have an overall GPA of 75% or above in their diploma program to be considered for admission to the degree. Graduates must also possess ENG4U, Humber’s COMM 200/WRIT 100 or COMM 300/WRIT 200 with a grade of 70 per cent or more.

Qualified graduates of a 2-year Police Foundations diploma program will be required 4 additional semesters of degree-level study to complete the requirements for the degree. Qualified graduates may receive a block credit transfer of up to 50% of degree-level credits (core & non-core). Graduates must have an overall GPA of 75% or above in their diploma program to be considered for admission to the degree. Graduates must also possess ENG4U, Humber’s COMM 200/WRIT 100 or COMM 300/WRIT 200 with a grade of 70 per cent or more.

Qualified graduates of a 2-year two-year Protection, Security & Investigation diploma program will be required 6 additional semesters of degree-level study to complete the requirements for the degree. Qualified graduates may receive a block credit transfer of up to 25% of degree-level credits (core & non-core). Graduates must have an overall GPA of 75% or above in their diploma program to be considered for admission to the degree. Graduates must also possess ENG4U, Humber’s COMM 200/WRIT 100 or COMM 300/WRIT 200 with a grade of 70 per cent or more.

Otherwise qualified graduates of the above diploma programs who exhibit a greater gap in either breadth or professional core courses may be required to take additional coursework to complete requirements for graduation from the degree.

Non-Core Courses:

Humber graduates of the two year Community & Justice Services diploma program will have taken one general education courses (Humanities & General Education Elective). If graduates of the diploma program have met the 75% grade requirement, they will receive credit for 1 breadth course towards the degree.

Humber graduates of the two year Police Foundations diploma program will have taken two designated general education courses (Psychology: Social and Introduction to Politics). If graduates of the diploma program have met the 75% grade requirement, they will receive credit for 2 breadth courses towards the degree.

Humber graduates of the two year Protection, Security & Investigation diploma program will have taken three designated general education courses (including Humanities and two general education electives). If graduates of the diploma program have met the 75% grade requirement, they will receive credit for 3 breadth courses towards the degree.

Non-Core Requirements for Transfer Students:

In the case of Humber transfer students, students who have completed the two year Social and Community Services diploma programs will have completed several non-core courses which are considered core courses in the degree. Graduates are exempt from taking these courses and are reflected in the block transfer arrangements. Of the remaining non-core courses, SCS diploma graduates will have completed one to three non-core courses (provided they achieve a 75% average in each course). See below for a detailed account of the non-core transfer arrangements.

Bachelor of Applied Arts (Criminal Justice) Non-Core Requirements	Community & Justice Services Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Police Foundations Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Protection, Security & Investigation Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Additional Degree Level Transfer Students Non-Core Requirements	Explanation of Non-Core Credit
Non-core elective 1	Humanities completed at 75%	General education elective completed at 75%	Humanities completed at 75%		Meets requirements for a non-core course
Non-core elective 2		General education elective completed at 75%	General education elective completed at 75%	CJS Degree breadth elective	PFP & PSI meet requirements for a non-core course

					CJS diploma program complete an elective in third year of degree
Non-core Elective 3			General education elective completed at 75%	CJS & PFP Degree breadth elective	PSI meets requirements for a non-core course CJS & PFP diploma programs complete an elective in third year of degree
Non-core Elective 4				Degree breadth elective	Completed in second (PSI) or third year (CJS & PFP) of degree
Non-core Elective 5				Degree breadth elective	Completed in second (PSI) or third year (CJS & PFP) of degree
Non-core Elective 6				Degree breadth elective	Completed in second (PSI) fourth year (CJS & PFP) of degree
Non-core Elective 7				Degree breadth elective	Completed in third (PSI) or fourth year (CJS & PFP) of degree
Non-core elective 8				Degree breadth elective	Completed in third (PSI) or fourth year (CJS &

					PFP) of degree
Non-core elective 9				Degree breadth elective	Completed in fourth year of degree
Non-core elective 10				Degree breadth elective	Completed in fourth year of degree
Total: 10	The 10 non-core degree level course requirement is met through 1 transfer courses from diploma studies and the completion of 9 degree level non-core electives	The 10 non-core degree level course requirement is met through 2 transfer courses from diploma studies and the completion of 8 degree level non-core electives	The 10 non-core degree level course requirement is met through 3 transfer courses from diploma studies and the completion of 7 degree level non-core electives		

Community & Justice Services Diploma to Bachelor of Applied Arts (Criminal Justice) Gap Analyses

Note: comparisons were made with the MTCU program standards for Community & Justice Services diploma program. Graduates of this diploma program from other Colleges may not have sufficient non-core courses for transfer and/or may be asked to complete additional “reach back” core courses.

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
1. Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.	2. Employ all relevant security techniques to ensure the protection of the public, and the security of the staff, and clients in institutional, residential, and community settings. 7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
2. Evaluate complex social problems in terms of criminological	7. Participate in program planning, implementation, assessment, and	Diploma students are introduced to these concepts but a gap	This outcome is further developed in the 3 rd and 4 th year

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
theories of crime, deviance, victimization, crime control and penal practice.	evaluation to meet the needs of clients, staff, and administration within the organizational environment. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	degree courses.
3. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.	5. Assist in the prevention and resolution of conflict, crisis, and emergency situations using methods consistent with legal requirements and organizational policy. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
4. Analyze the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.	7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level	This outcome is further developed in the 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
	8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals and the public.	standard.	
5. Outline and interpret the historical development of the Canadian Correctional System while discussing the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.
6. Analyze the structure and operation of correctional facilities.	7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.
7. Evaluate the complex role of	3. Intervene with clients, individually	Diploma students are	This outcome is

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
<p>the community in the Criminal Justice system while discussing the roles of the various players within the criminal justice system and the interdependence that exists among them.</p>	<p>and in groups, in order to address and manage problems and to facilitate constructive behaviour change.</p> <ol style="list-style-type: none"> 4. Observe, monitor, record, and assess client behaviour accurately, and respond appropriately in compliance with legal and organizational requirements. 6. Establish and maintain constructive relationships with clients, staff, professionals, and the community. 7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and 	<p>introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.</p>	<p>further developed in the 3rd and 4th year degree courses.</p>

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
	the public.		
8. Identify the process of program management and measure the cost and effectiveness of correctional programs.	7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.	The diploma addresses this learning outcome adequately.	No significant gap.
9. Discuss the challenges and rewards of working with special populations in an institutional and community setting.	3. Intervene with clients, individually and in groups, in order to address and manage problems and to facilitate constructive behaviour change. 6. Establish and maintain constructive relationships with clients, staff, professionals, and the community.	The diploma addresses this learning outcome adequately.	No significant gap.
10. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions while evaluating alternatives to the current correctional	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
intervention strategies, with a view to anticipating future directions.	the public.		
11. Examine and apply a range of research strategies and methods and assess the appropriateness of their use.		Diploma students are introduced to the concept of research however, a significant gap exists.	This outcome is further developed in the 3 rd and 4 th year degree courses. Specifically: <ul style="list-style-type: none"> • Mixed Research Methods • Introduction to Statistics • Senior Level Thesis Project 1 & 2
12. Formulate and evaluate criminological questions with clarity while analyzing the ethical implications of criminological research in a variety of applied research settings.	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
13. Discuss criminological topics with an appreciation of criminological theory, of evidence, limitations, and of	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further	This outcome is further developed in the 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
relevance to current debates and present conclusions in a variety of appropriate academic formats.	and legislation. 8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	development to meet the degree level standard.	
14. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall, working effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view through the use of effective conflict management skills.	2. Employ all relevant security techniques to ensure the protection of the public, and the security of the staff, and clients in institutional, residential, and community settings. 5. Assist in the prevention and resolution of conflict, crisis and emergency situations using methods consistent with legal requirements and organizational policy. 6. Establish and maintain constructive relationships with clients, staff, professionals and the community.	The diploma addresses this learning outcome adequately.	No significant gap.
15. Acknowledge the limits of	1. Work and communicate in a	Diploma students are introduced to these	This outcome is further developed in

Degree Program Level Learning Outcomes	Community & Justice Services Diploma MTCU 50705	Gap Analysis	Remediation of Gap
knowledge in the field of social science and criminal justice through academic writing and professional practices.	manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation.	concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	the 3 rd and 4 th year degree courses.
16. Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation. 5. Assist in the prevention and resolution of conflict, crisis, and emergency situations using methods consistent with legal requirements and organizational policy.	The diploma addresses this learning outcome adequately.	No significant gap.
17. Demonstrate ongoing self-reflection, self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.	1. Work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.

Police Foundations Diploma to Bachelor of Applied Arts (Criminal Justice)

Gap Analyses

Note: comparisons were made with the MTCU program standards for Police Foundations diploma program. Graduates of this diploma program from other Colleges may not have sufficient non-core courses for transfer and/or may be asked to complete additional “reach back” core courses.

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
1. Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 7. Collaborate in the development and implementation of community policing strategies. 8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
2. Evaluate complex social problems in terms of criminological theories of crime, deviance,	2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and	Diploma students are introduced to these concepts but a gap exists in the depth required. This	This outcome is further developed in the 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
victimization, crime control and penal practice.	professional standards. 5. Ensure the respect of human rights and freedoms in all interactions. 7. Collaborate in the development and implementation of community policing strategies. 8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements. 9. Mitigate risks and maintain order by applying effective strategies in crisis conflict and emergency situations. 10. Take positive actions to help crime victims.	outcome will benefit from further development to meet the degree level standard.	
3. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.	5. Ensure the respect of human rights and freedoms in all interactions. 7. Collaborate in the development and implementation of community policing strategies. 10. Take positive actions to help crime victims.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
4. Analyze the value of criminological work as it applies	1. Complete all tasks in compliance with pertinent legislation,	Diploma students are introduced to these	This outcome is further developed in

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
to crime, crime victims, policing, criminal justice and penal policies.	as well as policing standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.	concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	the 3 rd and 4 th year degree courses.
5. Outline and interpret the historical development of the Canadian Correctional System while discussing the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
6. Analyze the structure and operation of correctional facilities.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
	<p>in accordance with ethical and professional standards.</p> <p>7. Collaborate in the development and implementation of community policing strategies.</p> <p>8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.</p> <p>11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>		
<p>7. Evaluate the complex role of the community in the Criminal Justice system while discussing the roles of the various players within the criminal justice system and the interdependence that exists among them.</p>	<p>2 Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.</p> <p>11 Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>	<p>Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.</p>	<p>This outcome is further developed in the 3rd and 4th year degree courses.</p>
<p>8. Identify the process of program management and</p>	<p>1. Complete all tasks in compliance with pertinent legislation, as well as policing</p>	<p>The diploma addresses this learning outcome</p>	<p>No significant gap.</p>

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
measure the cost and effectiveness of correctional programs.	standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 3. Be accountable for one's actions when carrying out all tasks. 8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements. 11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.	adequately.	
9. Discuss the challenges and rewards of working with special populations in an institutional and community setting.	2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 5. Ensure the respect of human rights and freedoms in all interactions. 6. Work co-operatively in multidisciplinary teams to achieve	The diploma addresses this learning outcome adequately.	No significant gap.

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
	<p>mutual goals.</p> <p>7. Collaborate in the development and implementation of community policing strategies.</p> <p>8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.</p> <p>11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>		
10. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions while evaluating alternatives to the current correctional intervention strategies, with a view to anticipating future directions.	<p>2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.</p> <p>7. Collaborate in the development and implementation of community policing strategies.</p>	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
11. Examine and apply a range of		Diploma students are introduced to the	This outcome is further developed in

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
research strategies and methods and assess the appropriateness of their use.		concept of research however, a significant gap exists.	the 3 rd and 4 th year degree courses. Specifically: <ul style="list-style-type: none"> • Mixed Research Methods • Introduction to Statistics • Senior Level Thesis Project 1 & 2
12. Formulate and evaluate criminological questions with clarity while analyzing the ethical implications of criminological research in a variety of applied research settings.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 3. Be accountable for one's actions when carrying out all tasks. 4. Develop and implement ongoing effective strategies for personal and professional development. 9. Mitigate risks and maintain order by applying effective strategies in crisis conflict and emergency situations.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 3 rd and 4 th year degree courses.
13. Discuss criminological topics with an appreciation of	1. Complete all tasks in compliance with pertinent legislation, as well as policing	Diploma students are introduced to these concepts but a gap	This outcome is further developed in the 3 rd and 4 th year

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
<p>criminological theory, of evidence, limitations, and of relevance to current debates and present conclusions in a variety of appropriate academic formats.</p>	<p>standards, regulations and guidelines. 2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 3. Be accountable for one's actions when carrying out all tasks. 11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>	<p>exists in the depth required. This outcome will benefit from further development to meet the degree level standard.</p>	<p>degree courses.</p>
<p>14. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall, working effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view through the use of effective conflict management skills.</p>	<p>3. Be accountable for one's actions when carrying out all tasks. 4. Develop and implement ongoing effective strategies for personal and professional development. 5. Ensure the respect of human rights and freedoms in all interactions. 6. Work co-operatively in multidisciplinary teams to achieve mutual goals. 7. Collaborate in the development and implementation of community policing strategies. 9. Mitigate risks and maintain order by</p>	<p>The diploma addresses this learning outcome adequately.</p>	<p>No significant gap.</p>

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
	<p>applying effective strategies in crisis conflict and emergency situations.</p> <p>10. Take positive actions to help crime victims.</p>		
<p>15. Acknowledge the limits of knowledge in the field of social science and criminal justice through academic writing and professional practices.</p>	<p>1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.</p> <p>2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.</p> <p>11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>	<p>Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.</p>	<p>This outcome is further developed in the 3rd and 4th year degree courses.</p>
<p>16. Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.</p>	<p>1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.</p> <p>2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.</p> <p>3. Be accountable for one's actions when</p>	<p>The diploma addresses this learning outcome adequately.</p>	<p>No significant gap.</p>

Degree Program Level Learning Outcomes	Police Foundations Diploma MTCU 53008	Gap Analysis	Remediation of Gap
	<p>carrying out all tasks.</p> <p>8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.</p> <p>9. Mitigate risks and maintain order by applying effective strategies in crisis conflict and emergency situations.</p> <p>11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.</p>		
<p>17. Demonstrate ongoing self-reflection, self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.</p>	<p>3. Be accountable for one's actions when carrying out all tasks.</p> <p>4. Develop and implement ongoing effective strategies for personal and professional development.</p>	<p>Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.</p>	<p>This outcome is further developed in the 3rd and 4th year degree courses.</p>

Protection, Security & Investigation Diploma to Bachelor of Applied Arts (Criminal Justice)

Gap Analyses

Note: comparisons were made with the MTCU program standards for the Protection, Security & Investigation diploma program. Graduates of this diploma program from other Colleges may not have sufficient non-core courses for transfer and/or may be asked to complete additional “reach back” core courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
1. Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8. Monitor, evaluate and accurately document behaviours, situations and events.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.
2. Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
penal practice.	legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 4. Act equitably and justly with diverse populations. 6. Prevent and resolve crisis, conflict and emergency situations by applying effective techniques.	the degree level standard.	
3. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 4. Act equitably and justly with diverse populations.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.
4. Analyze the value of criminological work as it applies	1. Work in compliance with established standards and	Diploma students are introduced to these concepts but a gap	This outcome is further developed in the 2 nd , 3 rd and 4 th

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
to crime, crime victims, policing, criminal justice and penal policies.	relevant legislation in the protection, security and investigation fields. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 6. Prevent and resolve crisis, conflict and emergency situations by applying effective techniques. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8. Monitor, evaluate and accurately document behaviours, situations and events.	exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	year degree courses.
5. Outline and interpret the historical development of the Canadian Correctional System while discussing the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
	and procedures.		
6. Analyze the structure and operation of correctional facilities.	<p>1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields.</p> <p>2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security.</p> <p>3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures.</p> <p>5. Work effectively as a member of a protection and security team.</p> <p>7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence.</p>	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.
7. Evaluate the complex role of the community in the Criminal Justice system while discussing the roles of the various players within the criminal justice system and the interdependence that exists among	<p>1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields.</p> <p>2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security.</p>	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
them.	3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 4. Act equitably and justly with diverse populations. 5. Work effectively as a member of a protection and security team. 6. Prevent and resolve crisis, conflict and emergency situations by applying effective techniques. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8. Monitor, evaluate and accurately document behaviours, situations and events.		
8. Identify the process of program management and measure the cost and effectiveness of correctional programs.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
	responsibilities in compliance with organizational policies and procedures.		
9. Discuss the challenges and rewards of working with special populations in an institutional and community setting.	<ol style="list-style-type: none"> 1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 4 Act equitably and justly with diverse populations. 5 Work effectively as a member of a protection and security team. 6 Prevent and resolve crisis, conflict and emergency situations by applying effective techniques. 7 Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8 Monitor, evaluate and accurately 	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
	document behaviours, situations and events.		
10. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions while evaluating alternatives to the current correctional intervention strategies, with a view to anticipating future directions.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8. Monitor, evaluate and accurately document behaviours, situations and events.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.
11. Examine and apply a range of research strategies and methods and assess the appropriateness of their use.		Diploma students are introduced to the concept of research however, a significant gap exists.	This outcome is further developed in the 3 rd and 4 th year degree courses. Specifically: <ul style="list-style-type: none"> • Mixed Research Methods • Introduction to Statistics • Senior Level

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
			Thesis Project 1 & 2
12. Formulate and evaluate criminological questions with clarity while analyzing the ethical implications of criminological research in a variety of applied research settings.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence. 8. Monitor, evaluate and accurately document behaviours, situations and events.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.
13. Discuss criminological topics with an appreciation of criminological theory, of evidence, limitations, and of relevance to current debates and present conclusions in a	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
variety of appropriate academic formats.			
14. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall, working effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view through the use of effective conflict management skills.	3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 4. Act equitably and justly with diverse populations. 5. Work effectively as a member of a protection and security team. 6. Prevent and resolve crisis, conflict and emergency situations by applying effective techniques. 8. Monitor, evaluate and accurately document behaviours, situations and events. 9. Develop and implement ongoing effective strategies for personal and professional development.	The diploma addresses this learning outcome adequately.	No significant gap.
15. Acknowledge the limits of knowledge in the field of social science and criminal justice through academic writing and professional practices.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.

Degree Program Level Learning Outcomes	Protection, Security & Investigation Diploma MTCU 53007	Gap Analysis	Remediation of Gap
	security.		
16. Adhere to the laws, codes, regulations, standards and practices to protect the health, safety and welfare of clients, the public and other professionals in the Criminal Justice System.	1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields. 2. Make decisions in a timely, effective and legally defensible manner to uphold protection and security. 3. Carry out delegated duties and responsibilities in compliance with organizational policies and procedures. 7. Conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence.	The diploma addresses this learning outcome adequately.	No significant gap.
17. Demonstrate ongoing self-reflection, self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.	9. Develop and implement ongoing effective strategies for personal and professional development.	Diploma students are introduced to these concepts but a gap exists in the depth required. This outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in the 2 nd , 3 rd and 4 th year degree courses.