

**Bachelor of Applied Arts
(Criminal Justice)**

**Proposal Submission
to the
Ontario
Postsecondary Education Quality
Assessment Board**

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

**Date of Submission: October 2007
Revised: April 2008**



1. Organization and Program Information

1.1 Submission Title Page

Full Legal Name of Organization: Humber College Institute of Technology and Advanced Learning
Operating Name of Organization: Humber Institute of Technology and Advanced Learning
Common Acronym of Organization (if applicable):
URL for Organization Homepage (if applicable): www.humber.ca
Proposed Degree Nomenclature: Bachelor of Applied Arts (Criminal Justice)
Location (specific address) where program to be delivered: Humber Lakeshore Campus 3199 Lakeshore Boulevard West, Toronto, ON M8V 1K8
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Anticipated Start Date:	September 2009
Anticipated Enrolment for the first 4 years of the program:	163 (cumulative)

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2. Executive Summary

2.1 Executive Summary

Proposed Credential Nomenclature:	Bachelor of Applied Arts (Criminal Justice)
Anticipated Program Start Date:	September 2009

A leader in polytechnic education, Humber offers innovative career-focused learning opportunities. It provides 140 full-time and 200 part-time programs including: baccalaureate degrees, diplomas, certificates, postgraduate certificates and apprenticeship programs. Humber serves over 17,000 full-time students and provides continuing education for 55,000 part-time registrants, as well as thousands of employees in customized corporate training. Its strong partnerships with employers, as well as transfer agreements with many universities and colleges, help students to build a foundation for lifelong success. Over 90 per cent of Humber students find employment within six months of graduating.

In February 2003, Humber received a new designation as an Institute of Technology and Advanced Learning, which builds on the strategic direction of the institution. The designation allows Humber to further expand its programming to meet changing skill requirements and to provide up to 15% of its programming in degree programs. In September 2003, Humber launched its first three degree programs, and since that time has received consent to offer another 8 degrees. (A more detailed overview of the institution is available in Section 16.1.)

The School of Social and Community Services is one of eight academic schools at Humber College. Based at the Lakeshore Campus, the school offers five full-time post-secondary diploma programs to approximately 1,200 students. The programs are:

- Police Foundations
- Child and Youth Worker (regular and accelerated)
- Social Service Worker
- Developmental Service Worker (regular and accelerated)
- Community and Justice Services Worker

The Police Foundations Program, the Child and Youth Worker Program and the Social Service Worker Program are also offered on a part-time basis. In addition to the traditional delivery mode, the Police Foundations Program is available to students in an online delivery format.

The School of Social and Community Services is also involved in providing programming at the

University of Guelph-Humber. The Police Foundations diploma is offered within the Honours Bachelor of Applied Science (Justice Studies) and the Social Service Worker diploma is offered within the Honours Bachelor of Applied Science (Family and Community Social Services).

Part-time programming in the School of Social and Community Services is extensive. The following part-time programs are currently being offered:

- Behaviour Science: An Application of Technology
- Certificate Program in Advanced Client-Directed Case Management
- Certificate Program in Advanced Crisis Intervention and Counselling
- Ontario Graduate Certificate in Forensic Practice
- Postgraduate Certificate in Psychosocial Rehabilitation in Mental Health

In addition, the School provides customized training and education to agencies and institutions in the sectors that it serves. Examples of agencies for whom it has provided training include Go Transit, Toronto District School Board, Christian Horizons, Dufferin County Association for Community Living, Bombardier, Jamestown Coalition, Ontario Association of College and University Administrators, to name a few. The School is currently involved in a five-year training contract with the Toronto Police Service to provide leadership training to commissioned officers and civilians.

The School has initiated a number of learning partnerships with various organizations including the Ontario Provincial Police, the Toronto Police Service, the Law Foundation of Ontario and the Association of Black Law Enforcement Officers. It has hundreds of partnerships with community agencies which offer field placement opportunities to its students. Its commitment to field placement provides its students with an applied learning experience, supported by faculty.

Each of the full-time and part-time programs in the School has an Advisory Committee to advise the program faculty on curriculum, placement opportunities and trends in the field. The Advisory Committees for each program meet twice per year.

The School of Social and Community Services is committed to empowering its students to become positive agents for social change, having provided them with the skills and tools they require through academics and experiential training. It is the School's belief that its students continually live up to its school slogan by "making a difference".

The B.A.A. (Criminal Justice) builds on the strengths of the School and is a natural extension to existing programming.

The B.A.A. (Criminal Justice) will provide students with an opportunity to examine criminology theories and their application to the principles of correctional practice. The 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 B.A.A. (Criminal Justice) is a four-year honours baccalaureate degree consisting of eight academic semesters and two eight-week work terms. The program is designed to:

- Develop an understanding of the nature and causes of crime and the processes for managing crime, deviance and victimization including criminal justice and corrections systems, community safety and other means of social control;
- Draw on a range of disciplines to prepare students to analyze issues from a number of perspectives;
- Link project work to industry;
- Include a mandatory work placement to give students critical work experience;
- Integrate employability skills (e.g., interpersonal, communications and organizational skills) across the curriculum.

The curriculum consists of courses in the following areas: criminology, the criminal justice system/correctional system, applied skills, and research skills, as well as a strong breadth component with courses drawn from the arts and humanities, social sciences, and natural sciences. Introductory courses provide a fundamental understanding of key concepts and theoretical approaches developed in relation to crime, victimization, criminalization, criminal justice and penal practice. This is followed by a more in-depth study of specific issues and the application of theories, methods and techniques concerning practical issues in correctional criminology. Breadth courses enrich and extend students' understanding of the professional field. The program emphasizes critical thinking, analytical skills, communications and leadership.

Graduates of the program will have the knowledge and skills to assume positions such as

probation and parole officer, adult correctional officer (institutional and community settings), police officer, immigration officer, customs inspector, correctional residential worker, community justice facilitator, private security personnel or as workers in community-based justice services. They could also pursue graduate studies in the same or related fields.

The Bachelor of Applied Arts (Criminal Justice) builds on the strong foundation established by Humber's existing programs in community and social services. It contributes to the School's goal of offering a full-range of programming and to provide opportunities for diploma graduates who wish to further their education.

The degree supports Humber's goal of being a leader in polytechnic education and responds specifically to two of the priorities and their supporting initiatives identified within Humber's strategic plan.

- Priority 1: Implement Humber's Vision of Providing Increased Educational Options and Pathways.

The proposed degree offering is the logical next step in Humber's growth as a vibrant and responsive post-secondary institution. It also contributes to Humber's plans as an Institute of Technology and Advanced Learning to include a broad range of programming, ranging from skills training to specialized degrees and to provide educational pathways for graduates wishing to move from diplomas to degrees.

- Priority 2: Create and Maintain Quality Relationships with Key Stakeholders

In order to realize Humber's visions of "excellence in polytechnic education" and its commitment to a learner-centred culture, quality is the cornerstone of all the institution's activities. This degree program embraces this notion and contributes to the goals of enhancing the quality of the teaching and learning environment, augmenting services such as library collections, recruiting qualified candidates that reflect the diverse student population, and supporting the professional development of faculty.

The program is responsive to the changing needs of industry. Increasingly, organizations in this field are looking to hire people with a baccalaureate degree and a degree is often a requirement for those who want to progress. Positions such as probation and parole officer, classification officer, immigration officer and some positions within Canada Border Services require a baccalaureate degree for entry to practice. The program addresses emerging trends in the field

such as crime prevention and restorative justice and provides a strong focus on both institutional and community settings. It draws its strength from:

- The broad based curriculum which covers the theoretical foundations of criminology followed by an emphasis on the correctional system as well as the development of applied skills. Courses in the professional core are complemented by a strong breadth component. Universities such as the University College of the Fraser Valley in B.C., the University of Toledo, Southern New Hampshire University and Sam Houston State University in the U.S., the University of Leicester, University of Birmingham, and University of Wales Bangor in the U.K., and Charles Sturt University in Australia have reviewed the curriculum and indicated they would consider graduates of this program for admission into their masters programs in criminology or criminal justice.
- The program focus which emphasizes a student-centred learning experience in which theoretical concepts are integrated with practical applications. Special emphasis is placed on providing students with an understanding of the correctional experience from the perspective of the offender, the front line professionals, the administrators, the community and those who interface with the correctional system.
- Program delivery practices which emphasize learning through doing as both an investigative and synthetic activity.
- Expertise of faculty who bring both advanced degrees and a wealth of experience in the field to the program.
- Industry support evidenced by employers who have indicated their recognition and support for the program through their willingness to provide work placement opportunities for students, to hire future graduates, to participate in the program as guest lecturers and by their letters of support. In addition, industry associations such as the Canadian Criminal Justice Association, the Ontario Community Justice Association, and the International Corrections and Prisons Association have indicated their support for the program.
- The diversified and highly experienced program advisory committee which guided the development of the degree.

Humber is planning for an initial cohort of 30 students in the first year of operation, with first year enrolment growing to 60 by the third year of operation.

3. Program Abstract

3.1 Program Abstract

The 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

4. Program Degree-Level Standard

4.1 Degree Level Summary

Degree Level Overview

Graduates of the Bachelor of Applied Arts (Criminal Justice) program will achieve a sound understanding of the principles in their field of study and will learn to apply those principles more widely. The program will provide graduates with a range of theoretical frameworks drawn from a variety of disciplines as a basis for critical analysis and innovative decision-making. The courses will afford students the opportunity to examine, dissect, and reformulate the various principles of criminology and criminal justice. This analytical model will be accompanied by a multi-disciplinary approach in which philosophical, historical, psychological, sociological and other key aspects will be scrutinized in order to derive a holistic understanding of the discipline and its interdisciplinary nature. Superior analytical and problem solving skills, developed in both the core courses and in the breadth component of the program, will enhance graduates' capacities to meet the challenges of the workplace.

Over the four years of the program, students will move through four stages of conceptual and skill development:

- Stage 1: Knowledge acquisition and awareness in which students will be introduced to new areas of knowledge and experience to broaden and deepen their existing knowledge
- Stage 2: Development of a conceptual and critical understanding in which students will engage in a critical analysis of texts, fields of knowledge, concepts and practices and where they will test their analyses against known understandings, practices and simulated models.
- Stage 3: Practical experience where they will synthesize their knowledge and understanding, develop skill and opportunity for creative thinking in a range of activities and environments, and where they will receive feedback on their own performance and give feedback on the performance of others; and
- Stage 4: Critical reflection in which students will reflect on their new knowledge and understanding and their learning experiences and performance to be able to independently develop a new awareness and higher level of understanding.

The program will commence with an understanding of the underlying principles of criminology, with special emphasis on the correctional system. The development of appropriate skills will

continue as the program progresses through staged development to increasingly independent and focused learning. Early courses in the program are designed to foster the skills and knowledge required for more advanced study. The initial courses will introduce disciplinary debates and methodologies and pay particular attention to the development of analytical skills.

The emphasis in the first year will normally be on developing basic research, information retrieval and study skills; subsequent levels strengthen analytic, interpretative and communication skills and, by graduation, students should be able to demonstrate the problem solving, evaluative and reflective skills intrinsic to the discipline and the attributes for self-managed, life-long learning.

The program will employ a wide range of teaching, learning, research and assessment tools. It will emphasize theory, concepts, simulations and data interpretation and is designed to develop students' intellectual powers and their ability to generate solutions in a collaborative team environment and communicate recommendations effectively.

Courses in the program are organized into five streams: Criminology, Criminal Justice System, Applied Skills, Research Skills, and Breadth.

In order to ensure that a baccalaureate standard has been attained in each course and across the program, the program framework and courses were:

- benchmarked against similar programs and courses in Canada and other jurisdictions,
- developed by faculty members who are familiar with university level study in the field of practice,
- reviewed and approved by the program advisory committee which includes members who have taught at Ontario universities,
- developed in consultation with Humber's Planning and Development office which takes the lead on the development of all of Humber's degree level programs and manages the approval process, and
- assessed by an external reviewer, Professor Vince Sacco, from Queen's University, Department of Sociology. Professor Sacco provided a detailed review and feedback of all the professional courses in the program. Excluded from his review were the breadth electives which have been reviewed as part of previous Humber degree submissions.

Depth and Breadth of Knowledge in the Field

Courses in the professional core provide an introduction to the key concepts and theoretical approaches which have been developed in relation to crime, victimization, criminalization, criminal justice, and penal practice. These courses familiarize students with the debates over crime control policy, the links between criminal and social justice and the expanding knowledge bases of the crime and justice related professions.

Courses in the Criminology stream inform students about alternative theoretical approaches within criminology. They explore contemporary debates about and theoretical approaches to the nature of criminology and how crime, deviance and victimization are socially and legally constructed. Processes of criminalization and victimization and the causes and organization of crime and deviance are explored in courses such as *Introduction to Criminology*, *Victims in the Criminal Justice System*, *Psychology of Criminal Conduct*, *Perspectives on Violent Behaviour*, *Addictions and Impulse Control*, *Hate Crime and Terrorism*, *Sociological Theories of Crime*, *Clinical Criminology* and *Crime Prevention*. Processes for managing crime, deviance and victimization, including criminal justice and penalty, community safety and less formal means of social control are explored in *Restorative Justice*, *Criminal Law and Procedure*, *Contemporary Policing*, *The History of the Canadian Correctional Institution*, and *Community Corrections*. The courses emphasize the different sources of information about crime and victimization, how they are collected and how they can be interpreted.

Courses in the Criminal Justice stream such as *Introduction to the Canadian Criminal Justice System*, *The History of the Canadian Correctional Institution*, *Case Management in Correctional Services*, and *Social Policy Issues and the Criminal Justice System* explore the social and historical development, roles and structure of the main institutions and organizations involved in criminal justice as well as contemporary influences on criminal justice policy, on governance in the penal process, and on the concept and development of the corrections systems.

Human Rights and Diversity and *Social Problems and the Criminal Justice System* provide a basic understanding of human rights principles which are applicable to the different stages of the criminal justice process and to correctional practice, and develop an understanding of the dimensions of social divisions and social diversity.

The courses focusing on the correctional system such as *Case Management in Correctional Services* and *Management in Correctional Settings* explore the theoretical and philosophical approaches to punishment, their development and current application. *Social Problems & the Criminal Justice System* and *Social Policy Issues and the Criminal Justice System* explore the development of penal policy and its relationship to social change, the social and political context of penal policy development, and contemporary issues in corrections. The nature and practice of sentencing, the development, roles and structure of the main forms of sentencing and the agencies involved: prison, probation and community sentencing, youth justice, and diversity within the sentencing process are addressed in *The History of the Canadian Correctional Institution*, *Community Corrections*, *Institutional Culture*, and *Youth and Crime* while changes in governance nationally and internationally are explored in *Comparative Corrections*. Courses such as *Restorative Justice*, *Contemporary Policing*, *Community Corrections*, and *Crime Prevention* focus on the development, role and organization of efforts to reduce and prevent crime and to ensure personal and public safety and security.

Throughout their studies, students develop a critical awareness of their own values and social identities in understanding the nature of crime and deviance and attempts to govern it.

This depth and breadth of knowledge in the field is supplemented with a basic understanding of the major theories which are deployed throughout the social sciences developed through the breadth courses.

Depth and Breadth of Knowledge Outside the Field

The program will provide students with 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 liberal arts with program specific curricula offers opportunities for the enhancement of the workplace skills of graduates from this program, and the knowledge and understanding they need to take leadership roles in their professions and the broader community. Breadth courses are organized into the following categories: Arts and Humanities, Social Sciences, Natural Sciences and Technology, and Interdisciplinary/ Complementary Breadth. Students will take a total of 8 courses outside of (or linked to) the discipline. At least two courses will be at an advanced level.

The breadth courses will offer students an analytical framework through which to observe and learn about themselves, their vocational area of study, 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. They are centred in, but not necessarily limited to, the liberal arts and sciences. These courses may be grounded in the modes of analysis of a particular discipline or they may assemble and integrate the insights of several subject areas in an interdisciplinary manner.

The original design and ongoing development of breadth courses is guided by five goals:

- **Lifelong Learning:** To afford students an opportunity to develop a foundation of knowledge and skills necessary to a life of learning and adaptation.
- **Self-knowledge:** To help students develop the ability to critically analyze the forces that shape their values, ideas, and personal circumstances so that they can cultivate a thoughtful, realistic, and positive sense of themselves.
- **Global Perspectives:** To help students understand the global forces that are shaping their local community, through an examination of diverse theories, narratives and histories about the environment, work, family, marketplace, politics, arts, sciences, and technology.
- **Citizenship:** To provide the community with educated graduates who are ethical, professional, and productive in the public workplace and who are informed and engaged citizens.
- **Relevance:** To evolve in a manner that is responsive and relevant to students and the changing circumstances in which they live.

Conceptual and Methodological Awareness

Throughout the program, students develop an understanding of the principles of social research, of what can be achieved by different methodologies and techniques, of when a particular methodology or technique is more appropriately used, and of how the results of any particular study may be evaluated. The courses in the Criminology and Criminal Justice System/Correctional System streams develop students' appreciation of the complexity and diversity of the ways in which crime is constituted and dealt with. Courses such as *Statistics*,

Research Methods and the *Criminal Justice Research Project* provide opportunities for students to operationalize theories in conducting research.

All of the courses are designed so that students develop and employ critical thinking skills as they acquire knowledge and skills associated with the content areas of the courses. In every course, students are exposed to current research, disciplinary debates, and modes of analysis used in the area of study. The use of case analyses, visiting experts, and seminars in many courses will provide opportunities to explore issues and recent research findings which have implications for the current area of study.

Level of Analytical Skills

Students learn early in the program through courses such as *Introduction to Criminology* that criminology seeks to generalize on the basis of evidence. It is neither purely deductive nor purely descriptive: theorization needs to be grounded in evidence and the interpretation of evidence has to be guided by theorization. Students must, therefore, be capable of thinking in both abstract and concrete terms and to relate the two. Courses such as *Introduction to Criminology*, *Sociological Theories of Crime*, and *Clinical Criminology* demonstrate that most significant theoretical advances have been made through empirical studies and that the vitality of the discipline requires a continuous interchange between theory and analytic and evaluative research. Students develop skills in generating, judging and evaluating evidence and in assessing the merits of competing theories about crime causation, criminalization, victimization, policing and penal practice, as well as the merits and diversity of objectives of competing approaches to crime prevention and crime control in such courses as *Introduction to Criminology*, *Victims in the Criminal Justice System*, *Contemporary Policing*, *Psychology of Criminal Conduct* and *Perspectives on Violent Behaviour*. *Statistics* and *Research Methods* provide experience in gathering, retrieving and synthesizing data and information, making reasoned arguments, and interpreting evidence and texts, which is then applied in other courses.

Throughout the program, students will be required to assemble data from a variety of sources, discern and establish connections, and synthesize that information in order to gain a coherent understanding of theory and practice. Assignments will be designed to provide students with opportunities to research issues and problems, evaluate findings, prepare conceptual

arguments, draw conclusions and prepare papers and presentations. Case studies and/or research reports built into most of the professional courses provide opportunities for students to develop and demonstrate their mastery of these skills.

In early courses, students will be expected to communicate information, arguments and results of analyses and to begin to apply the concepts outside the context in which they were studied. By the third year, they will be required to critically evaluate evidence and arguments in support of conclusions and recommendations. In the fourth year, courses such as *Clinical Criminology*, *Crime Prevention*, *Social Policy Issues and the Criminal Justice System* and the *Criminal Justice Research Project* require students to demonstrate a critical awareness of contemporary developments in theories and the application of concepts and frameworks, enabling the formulation of strategies and professional responses to practical issues in correctional criminology. They will be required to challenge discipline orthodoxies, to critically evaluate research, scholarship and methodologies, to apply techniques of research and enquiry to their own investigations, and to demonstrate originality through the production of independent work. In the *Criminal Justice Research Project*, students will be expected to demonstrate high-level problem solving and decision-making skills relating to practical, complex issues. In this course, students will independently and in teams evaluate arguments and alternative approaches to real-life situations, issues and problems. They will learn to identify and rank issues in terms of relevance and importance. They will be required to create responses that expand or redefine existing knowledge and to develop new approaches to deal with the situations, issues and problems they encounter.

The *Research Methods* course will require students to evaluate, select and apply appropriate research methodologies. It will assist students in assessing and critically evaluating evidence with reference to methodology and source of data. *Research Methods* and *Statistics* will promote the ability to critically analyze and interpret data and to appraise its strengths and weaknesses. These skills will be further honed through the *Criminal Justice Research Project*, research papers and case analyses completed by the students.

Research papers and case study analyses that require an in-depth and systematic inquiry into selected topics will be prepared in each semester. These papers will require students to individually undertake a multi-disciplinary approach to issues. Drawing upon their experience in identifying and analyzing relevant issues, the students will be required to present cogent,

persuasive and well-researched papers on a variety of issues. They will be expected to integrate material from primary research with secondary sources using interpretive techniques developed through class discussions, case studies, and group and individual projects.

Level of Application of Knowledge

The Applied Skills stream of the curriculum provides an opportunity for students to apply their knowledge in practical situations. Courses in this stream such as *Interpersonal Skills*, *Counselling*, *Conflict Management*, and *Group Dynamics* focus on practical skills students will need in the workplace.

In their research project, students will 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. Students will be expected to recognize a range of ethical problems associated with research and to take action in accordance with the guidelines of ethical practice. They will be required to identify a range of different research strategies and methods, and to select and apply an appropriate strategy for specific research problems, to assess the contribution to problem identification and resolution of both classical and contemporary criminological and social scientific theories, and to present the philosophical and methodological background to the research of others and to their own research.

Research papers in the professional core courses will require students to explain complex social problems in terms of criminological theory, theories of policing and crime control, and theories of penal practice and to analyze, assess and communicate empirical information about criminalization, victimization, crime, policing and penal practice.

The seminars and journal associated with the practicum require students to reflect in critical and constructive ways on their own learning.

The program will stimulate the development of an inquiring, analytical and creative approach to criminal justice and encourage the acquisition of independent judgement and critical self-awareness. The use of active learning through case analysis and project-based inquiry encourages the development of both students' capacities for independent learning and their ability to work with others. It not only develops students' abilities to solve problems in a creative

way, but also to identify and redefine problems and to raise and address appropriate issues and make decisions. In their seminar discussions, research papers and case analyses, students will be required to present and evaluate relevant recent research findings and to sustain persuasive and logical arguments that challenge underlying assumptions from a number of informed perspectives.

As previously discussed, courses such as *Research Methods* and *Statistics*, prepare students to evaluate the importance of specific facts, theories, paradigms, principles and concepts in terms of validity, significance and application, the depth of which is dependent upon their increasing ability to explain and solve problems. These skills are then applied in many other courses, culminating in the *Criminal Justice Research Project* which requires students to operate in complex and unpredictable contexts which demand the informed selection and application of a range of approaches and the demonstration of a capacity for creative and original insight into issues relevant to a professional context.

The program places great emphasis on learning and working in teams. The program will include student teams for case study work, simulations and applied projects. Through this strategy, the program will facilitate an appreciation for employing content from different disciplines and sources to team-based applications and solutions. In applying their knowledge to progressively more complex situations, students will be challenged to produce multidisciplinary analyses and well-supported conclusions and recommendations.

Professional Capacity/Autonomy

The program has been designed to address generic employability skills which provide the foundation for a student's academic, employment, professional and personal success. These skills include communications, personal appraisal, interpersonal, critical thinking, mathematics, and computer skills.

Graduates of this program will emerge with the following skills:

- Interpersonal skills derived from group assignments, interactions with faculty and industry representatives, the *Criminal Justice Research Project* and the work experience.
- Communication skills developed from the wide variety of written and oral presentations students make throughout the program.

- Competency in generating and interpreting numerical or statistical information gained from such courses as *Statistics* and *Research Methods*, and in the application of the data to criminological problems and the development of social policy.
- Skills in analyzing, synthesizing and evaluating complex material gained through courses such as *Research Methods*, *Statistics*, *the Criminal Justice Research Project* and other advanced level courses.
- Independent research skills developed from the *Research Methods* course, major essay assignments and the *Criminal Justice Research Project*.
- Problem solving strategies developed through the work placement, simulations and case analyses.
- Critical thinking processes developed through case analyses, simulations, the *Criminal Justice Research Project*, and the discussions and debate that take place in most courses.
- Negotiation skills developed in courses such as *Conflict Management*, *Interpersonal Skills* and *Group Dynamics* and through the team assignments and working on the *Criminal Justice Research Project*.
- Time and project management skills gained through planning and completing a variety of projects and assignments.
- Self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues through team projects and on site project and work experiences.

The program will infuse a clear understanding in students that criminology is a continually evolving field and that graduates' future professional development is contingent on their ability to stay current. The program will emphasize and promote the need for independent and continuous learning. The program has been organized and will be delivered with this principle in mind as well as with the need to strategically define areas of interest and expertise. Students will be expected to develop their areas of expertise through selected assignments, project choices, the work experience and the *Criminal Justice Research Project*.

Throughout the program, current standards of practice as well as legal, ethical and regulatory issues will be emphasized. At the same time, new issues can arise which are beyond their current knowledge. Students will be encouraged to visit key business, association and

government websites and to review industry periodicals in order to recognize new developments that require their study.

The program will prepare students to take increasing responsibility for the content and direction of their work. It has been designed to support individual development as well as the progressive acquisition of independent learning skills by promoting the value of additional reading and research into areas of discussion and through the use of increasingly complex and independent study projects in the final years of the program. The need for continual updating of industry knowledge will be emphasized in all core courses. Throughout the program, students will be made aware of opportunities to further their knowledge in the field, both through professional development opportunities or accreditations offered by professional associations as well as through graduate study. Continuing professional development and the need for currency and on-going learning will be stressed.

Through the review of industry and academic journals, discussions with industry leaders and ongoing review of publicly-available industry publications, students will be able to identify their role in the changing field of criminology and when and where to turn for assistance. From exercises, case studies and core courses, students will be equipped to assess the limits of their professional capabilities.

Level of Communication Skills

Strong communication skills, including the ability to present information in a systematic and persuasive manner, are especially important in this field. Verbal, written, and presentation skills will be developed as a result of interaction with peers, faculty and industry representatives (both formally and informally) and by using standard formats such as reports, journals, proposals, essays, and presentations in relation to assigned work. These skills will allow for the articulation and synthesis of knowledge and understanding. Extensive written assignments, oral presentations, and case analyses will provide valuable experiences in the formulation and presentation of concepts and arguments. In preparing their analyses and recommendations and other written materials, students will be encouraged to give proper attention to the intended audience. The differing characteristics of audiences ranging from senior management, front line professionals, and offenders to other stakeholders and community members with varying backgrounds and interests will be emphasized in the context of presenting the information and

data in an appropriate manner. The ability to summarize and simplify arguments in complex works, without forfeiting content, is developed throughout the program.

Awareness of Limits of Their Knowledge

Criminology is a contested and often contentious discipline which is likely to reflect current social, political and public disputes. It is fast moving in its theoretical and methodological developments, reflecting the rapid social changes it tries to capture and the increasing cross-fertilization of ideas and methods among the social sciences. It is characterized by robust theoretical and methodological debates about a wide range of perspectives. There is a constant emergence of new theories and areas of criminological enquiry which may be generated by changing political and social concerns or by changes within another discipline such as philosophy. The importance attached to different classical and contemporary theories will continually change. Bodies of evidence are often consistent with alternative interpretations embodied in rival theoretical perspectives. Students are required to weigh alternative interpretations in terms of consistency with evidence, logic, fit with other findings and breadth of explanatory power.

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 will be made aware of the various schools of thought about criminology, their basis, explanatory power, limitations and areas requiring further study. As students investigate and use current research in the field to support any analysis they undertake, they will be challenged to consider both the limitations in the practical application of the information to actual problems as well as areas that need to be investigated further.

4.2 Samples of Student Work


This is an application for a new program.

5. Admissions, Promotion, Graduation Standard

5.1 Direct Entry Admission

5.1.1 Admission Requirements Direct Entry

	Program Admission Requirements
Academic	Ontario secondary school students must have completed a minimum of a secondary school diploma (OSSD) with six 12U, M (U/C) or OAC level courses, including Grade 12 U English or OAC English 1, or equivalent with a minimum average of 65%. A minimum overall average of 65% is required. A Grade 12U math is recommended.
Related work/volunteer experience	N/A
Other (e.g. portfolio, specialized testing, interview, G.R.R., etc.)	N/A

Title/Subject:	Program Admissions Requirements		
Authority:	Board of Governors	Code:	0144
Contact:	Registrar	Approval Date:	June 27, 2003
		Amended:	August 2007
		Amendments Approved:	Registrar John Mason
		Approval By:	VP, Academic  Dr. Terry Piper

From the Humber Academic Regulations for Bachelor's Degree Programs:

1.2 Admissions Requirements for Degree Programs

1.2.1 Admission Requirements

Admission requirements for each of the degree programs are published in the College calendar.

Conditional Offers of Admission

Terms of the conditional offer of admission as stated in the approval letter must be met prior to beginning studies at Humber or as otherwise stated in the approval letter. Failure to complete the conditional requirements will result in withdrawal from the program.

1.2.2 Re-admission

Students, whose studies have been interrupted for any of the following reasons, will be required to petition the Humber Admissions and Study Committee (HASC) if they desire to continue studies in the same program:

1. Students who fail to register in four (4) consecutive terms.
2. Students who fail to graduate within 200% of the normal duration of the program.
3. Students suspended for academic misconduct.
4. Students who are suspended for academic failure.

1.2.3 Admissions Categories

You may apply for admission to Humber degree programs under one of the three categories listed below. In addition to the eligibility criteria listed, please refer to the detailed admission requirements for each program to confirm specific subject requirements. Admission is competitive and will be based on your overall qualifications and the availability of space in the program.

Admissions Category	Eligibility Criteria
Secondary School Graduate	If you have successfully completed a secondary school diploma (OSSD) with 6 12U, M (U/C) or OAC level courses and a minimum average of 65% including Grade 12 U English or OAC English 1, or equivalent, you may apply as a Secondary School Graduate. In addition to the minimum average of 65%, you must achieve a final grade of not less than 60% in each of the published subject requirements for your program of interest.
Mature Student	If you are at least 21 years of age and have not graduated from secondary school with the required 12 U, M (U/C) or OAC credits and have been away from secondary school studies for at least two years, you may apply for admission as a Mature Student provided: <ul style="list-style-type: none">▪ you possess the published subject requirements or equivalents▪ you have not previously attempted any postsecondary studies
Transfer Student	If you have previously attended a postsecondary institution, you must apply as a Transfer Student. Admission will be based on the grade point average you achieved during your most recent postsecondary studies. Once you are admitted, Humber will assess your previous postsecondary credits to determine if you are eligible for transfer of credit and subsequent advanced standing in a Humber degree program.

Please refer to the sections titled, Mature Student Applications and Transfer Student Applications for complete requirements for admission under each of these categories.

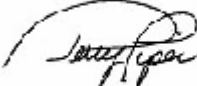
1.5 Admissions Appeals

An applicant who has been refused admission to Humber has the right to request an appeal within ten (10) days of the admissions decision. Such requests must be made in writing to the Associate Registrar, Admissions and Recruitment, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. The request must include the reasons why you are appealing the decision.

5.1.2 Admission Policies and Procedures for Mature Students

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Admissions Policies and Procedures for Mature Students		
Authority:	Board of Governors	Code:	0145
Contact:	Registrar	Approval Date:	June 27, 2003
		Approval By:	VP, Academic  Dr. Terry Piper

From the Humber Academic Regulations for Bachelor's Degree Programs:

1.2.4 Mature Student Applicants

If you do not possess the published minimum requirements for admission but you can demonstrate the potential to study at the degree level, you may be considered for admission as a Mature Student provided:

1. You are at least 21 years of age at the beginning of the term in which you will commence study in the program.
2. You have been out of secondary school for at least two (2) years and have not previously attempted full-time postsecondary studies.
3. You possess the published subject requirements, or equivalents, and meet the minimum admission average of 65% based on these subjects.
4. You submit official copies of transcripts for your secondary school grades, or any other academic work.
5. You provide a letter outlining your reasons and motivations for wishing to study in the program. In the letter, you should outline:
 - why you feel you will be successful in an applied degree program
 - any experiences you believe have prepared you to undertake full-time study in the program
 - your career aspirations
 - your work experience since your most recent full-time attendance at school
 - leisure activities, volunteer work or community service demonstrating good citizenship and leadership qualities

The Humber Admissions and Study Committee (HASC) will review your application. Applications from Mature Students will be assessed in competition with other new applicants and admissions will depend on your qualifications and the availability of seats in the program. Your ability to meet the above criteria does not guarantee admission.

In the event that your application is not approved, the Humber Admissions and Study Committee (HASC) may recommend that you begin studies in specific courses on a part-time basis. Upon successful completion of the courses, you may reapply for admission.

Alternatively, if you do not meet the criteria, but would still like to study in a degree program, you are encouraged to consider preparing for degree level studies by applying for admission to the General Arts and Science, University Transfer Program.

Before applying as a Mature Student, please contact the Admissions Department to discuss your specific requirements and the details of your application.

5.2 Advanced Standing

5.2.1 Credit Transfer/Recognition Policies and Procedures

Humber College Institute of Technology and Advanced Learning Policy Manual

Title/Subject:	Credit Transfer/Recognition		
Authority:	Board of Governors	Code:	0146
Contact	Registrar	Approval Date:	June 2004
		Amended:	May 2006
		Amendments Approved:	Registrar John Mason
		Approval By:	V.P., Academic Dr. Terry Piper

From the Humber Academic Regulations for Bachelor's Degree Programs:

1.2.5 Transfer Applicants

If you have undertaken previous full-time postsecondary studies you must apply for admission as a Transfer Student.

1.2.5.1 Previous Studies in a Bachelor's Degree Level Program

Your application will normally be considered for admission provided you meet each of the following criteria:

1. You possess an Ontario Secondary School Diploma (OSSD) at the university preparatory level and the specific published subject requirements, or equivalents, for your program of interest.
2. You have completed at least one (1) year of study at the postsecondary level.
3. You are eligible to return to your most recent institution in good standing. (If you are ineligible to continue studies, your application will not be considered for admission until the period of rustication has expired.)

1.2.5.2 Previous Studies in a Diploma or Certificate Level Program

If you have previously been admitted to a postsecondary program that did not require you to meet Ontario Secondary School Diploma (OSSD) requirements at the university preparatory level, you may still be considered for admission provided:

1. You possess the specific published subject requirements, or equivalents, for your program of interest.
2. You have demonstrated your ability to study at the degree level through one of the following:
 - completion of at least two (2) years of a college diploma level program with a minimum average of 70%, or equivalent, including all attempted courses
 - completion of a General Arts and Science, University Transfer Program in an Ontario college or university with a minimum average of 70%, or equivalent

Please note, as a Transfer Student Applicant, your application will be considered for admission in competition with other applicants.

1.2.6 Advanced Standing and Transfer Credit

Once you are approved for admission, Humber will assess your previous postsecondary work for possible transfer of credit and subsequent advanced standing in the program. The amount of credit granted will depend on the academic content of your previous studies, the grades received, and the requirements of the program to which you have applied. You should be prepared to arrange for the submission of all of your previous postsecondary transcripts.

Upon request, you may also be required to submit institutionally prepared Course Outlines for the courses appearing on your transcripts.

Degree students will be assessed for transfer credit as part of the post admission process. Diploma, Certificate and Graduate Certificate students must apply for transfer credit using the Transfer Credit/Exemption form located at <http://admissions.humber.ca/exemptions.htm>

If you are a Humber student and wish to apply to transfer from one program to another program at Humber, you will be subject to this policy.

Transfer of credit for courses, including those obtained through Letter of Permission may normally replace no more than 75% of the course credits in any applied degree, diploma or certificate program. Credit for courses obtained through Prior Learning Assessment and Recognition (PLAR) may normally replace no more than 50% of the course credits in any applied degree program.

For degree programs, the limit on the number of credits that will be awarded for prior diploma level study, with and without affinity (Course affinity is based on similarity of course content and the level of learning outcomes), toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded will not exceed:

- 65 % degree level credit for a four (4) year degree program from a completed three (3) year diploma program
- 40 % degree level credit for a four (4) year degree program from a completed two (2) year diploma program

If you have attended postsecondary institutions outside of the Province of Ontario, your application will be assessed on an individual basis.

If you fail to disclose previous postsecondary studies and are admitted based on incomplete information, you will be subject to a disciplinary hearing, the result of which may be expulsion from Humber

Bridging Options for Diploma Students

If a Transfer Applicant is applying to a degree level program, and he or she has previously studied in the same or related discipline at the diploma level, Humber may offer bridging courses to assist the applicant in transferring to the degree level program. For this purpose, Humber keeps on file, an analysis of the requirements for specific bridging courses for selected programs. Bridging courses have been designed to allow qualified applicants to develop the competencies required to study at the degree level. In most cases, the courses will be in the following subject areas: statistics, research methods, quantitative methods, breadth courses and program specific courses.

Although bridging courses may be approved for a specific program, the final admission decision and the amount of credit granted remains at the discretion of the Dean of the School within the confines of Humber's Academic Regulations.

The bridging courses may be available through continuing education formats. On-line versions of some or all of the courses may be available. Applicants are required to successfully complete the required course(s) prior to beginning their degree studies.

Bridging courses will be eligible for prior learning assessment challenge following normal Prior Learning Assessment and Recognition (PLAR) guidelines.

Applicants, who have attended postsecondary institutions outside of the Province of Ontario, will be assessed on an individual basis.

Applicants who fail to disclose previous postsecondary studies and are admitted based on incomplete information, will be subject to a disciplinary hearing, the result of which may be expulsion from Humber.

1.3 English Language Proficiency Policy

Since most activities (lectures, seminars, laboratories) at Humber are conducted in English, it is essential that all students possess the writing and speaking skills necessary to cope with the rigors of the academic curriculum and successfully complete the co-operative components of the programs. Therefore, if your first language is not English, or if your previous education has been conducted in another language, you will normally be required to demonstrate proficiency in English by undertaking and submitting the results of one of the following at the level relative to the program to which you apply:

1. A minimum of three consecutive English courses in a Canadian secondary school with a minimum grade of 60% grade in all three courses. To be considered for admission, secondary school courses must be completed at the following levels:

Certificate & Diploma programs:	C, M (U/C), general level or higher
Degree programs:	U, M (U/C), OAC or advanced level
Graduate Certificate programs:	Programs require a degree/diploma for admission

2. The Humber English Language Proficiency (HELP) test with an overall minimum placement score at:

Certificate & Diploma programs:	ESL 200
Degree programs:	ESL 300
Graduate Certificate programs:	ESL 300

3. Test of English as a Foreign Language (TOEFL) with a score at:

Certificate & Diploma programs:	550 for the paper based test or, 213 for the computer-based test.
Degree programs:	560 for the paper based test or, 220 for the computer-based test
Graduate Certificate programs:	580 for the paper based test, or 537 for the computer-based test
Certificate & Diploma programs:	Degree programs:
Graduate Certificate programs:	

4. The Canadian Academic English Language Assessment test with a score at:

Certificate & Diploma programs:	Overall Band Score of 60
Degree programs:	Overall Band Score of 60 and Writing 60
Graduate Certificate programs:	Overall Band Score of 70

5. International English Language Testing (IELTS) with a score at:

Certificate & Diploma programs:	Overall minimum 6.0 (with no single test score below 5.0)
Degree programs:	Overall minimum 6.5 (with no single test score below 6.0)
Graduate Certificate programs:	Overall minimum 6.5 (with no single test score below 6.0)

6. Michigan Test of English Language Proficiency (MELAB)

Certificate & Diploma programs:	76
Degree programs:	78
Graduate Certificate programs:	82

7. Completion of the Humber English for Academic Purposes (EAP) program:

Certificate & Diploma programs:	Level 8 with a 60% average
Degree programs:	Level 8 with a 75% average
Graduate Certificate programs:	Level 8 with an 80% average


The above requirements are in addition to the Grade 12 U, M (U/C) or OAC English subject requirements, or equivalents. The above requirements are general guidelines only. Humber reserves the right to require a successfully completed language proficiency test based on the requirements of the specific program.

For admission purposes, some programs require a higher score than the minimum stated above. The above requirements are general guidelines only. Humber reserves the right to require successfully completed language proficiency test based on the requirements of the specific program.

Applicants whose first language is French must present transcripts to indicate that they have taken three (3) years of English in a Canadian Secondary School, or equivalent in order to be admitted without an English as a Second Language Requirement.

All applicants to degree programs whose declared first language as not being English must meet the requirements of the English Language Proficiency Policy.

5.2.2 Advanced Placement Policies

Title/Subject:	Advanced Placement Policy		
Authority:	Board of Governors	Code:	0147
Contact:	Registrar	Approval Date:	June 27, 2003
		Approval By:	VP, Academic  Dr. Terry Piper

From the Humber Academic Regulations for Bachelor's Degree Programs:

1.4 Prior Learning Assessment and Recognition (PLAR)

Applicants who can demonstrate learning acquired through life and work experience that corresponds to a specific Humber course or program may apply for PLAR credit.

To receive credit for prior learning, an applicant will need to:

- analyze their prior learning and achievements
- compare the learning outcomes to specific course requirements
- credit will be awarded only for demonstrated learning and not for experience

Requirements will vary from program to program but generally, applicants will be required to demonstrate skills and knowledge gained through experience in the following ways:

- development of a portfolio (a collection of materials that document skills and knowledge)
- demonstration of a particular skill through role-playing or simulations
- written or oral tests and/or structured interviews
- completion of assignments that designed to demonstrate specific knowledge and skills in action
- development of a product to demonstrate skills

Applicants who wish to apply for PLAR must submit a PLAR Application along with the required documentation and assessment fees.

Depending on the method used to demonstrate and access the skills and knowledge the applicant has acquired, credits earned through PLAR will be recorded on the student's transcript either as a percentage grade or as SAT (Satisfactory).

5.2.3 Degree Completion Arrangements

Humber will allow diploma to degree transfer for qualified applicants of related diploma programs according to the policies articulated in Section 5.2.1 of this proposal and with the maximum amount of transfer credits falling within the Port Hope Accord guidelines.

Specifically, block transfer will be granted for:

- qualified graduates of two-year Police Foundations Ontario College Diploma programs, who will be eligible to enter the degree at the beginning of Semester 3. This represents a block transfer of 25% of the degree-level credits.

Note: Police Foundations graduates will follow a modified curriculum in Semester 3 that substitutes three Year 1 courses they would not typically have completed as part of their diploma studies (*The History of the Canadian Correctional Institution, Community Corrections, and Counselling: Theory and Practice*) in place of three areas they would already have studied within their diploma program (*Conflict Management, Youth and Crime, and Ethics and Moral Theory*).

- qualified graduates of two-year Community and Justice Services Ontario College Diploma programs, who will be eligible to enter the degree at the beginning of Semester 4. This represents a block transfer of 37.5% of the degree-level credits.

Graduates of all other programs will be considered on an individual basis.

5.2.4 Gap Analysis

5.2.4.1 Gap Analysis: Community and Justice Services Diploma to Criminal Justice Degree

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	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.	8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.	The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 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 penal practice.	8. Apply knowledge of social science concepts when interacting with clients, staff, professionals, and the public.	The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 3 rd and 4 th year 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.	8. Apply knowledge of social science concepts when interacting with clients, staff, professionals, and the public.	Diploma students are introduced to these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 3 rd and 4 th year degree courses.
4. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.	8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals and the public. 7. Participate in program planning, implementation,	Diploma students are introduced to these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 3 rd and 4 th year degree courses.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.		
5. Outline and interpret the historical development of the Canadian Correctional System.	8(d) Apply knowledge of relevant aspects of the history, philosophy, and diverse models of corrective action, detention, rehabilitation, and reintegration in Canada.	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.
6. Describe and analyze the structure and operation of correctional facilities.	8(d) Apply knowledge of relevant aspects of the history, philosophy, and diverse models of corrective action, detention, rehabilitation, and reintegration in Canada.	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.
7. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.	8(d) Apply knowledge of relevant aspects of the history, philosophy, and diverse models of corrective action, detention, rehabilitation, and reintegration in Canada. 7(b) Work cooperatively with staff and other	Graduates of the diploma will have adequate exposure to this learning outcome.	No significant gap.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	<p>professionals to establish program objectives.</p> <p>6(b) Function effectively as a member of a multi-disciplinary team.</p> <p>3(h) Access the community and criminal justice resources appropriate to client needs.</p>		
<p>8. Describe and evaluate the complex role of the community in the Criminal Justice system.</p>	<p>3(h) Access the community and criminal justice resources appropriate to client needs.</p> <p>7(e) Assist in identifying and obtaining resources needed for programs.</p> <p>4© Assess information from a variety of sources and apply relevant interventions.</p>	<p>This outcome is addressed fundamentally in the diploma and is expanded in depth in the degree.</p>	<p>The students will achieve more in-depth exposure to this learning outcome in the 3rd and 4th years of the degree.</p>
<p>9. Identify the process of program management and demonstrate an ability to measure the cost and effectiveness of correctional programs.</p>	<p>7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.</p>	<p>The diploma addresses this learning outcome adequately.</p>	<p>There is no significant gap.</p>

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
10. Identify the challenges and rewards of working with special populations in an institutional and community setting.	<p>6. Establish and maintain constructive relationships with clients, staff, professionals, and the community.</p> <p>6(c) Interact with clients and co-workers in a manner which demonstrates respect for the cultural, ethnic, and lifestyle diversity of the community.</p>	Diploma students are exposed to this learning outcome.	There is no significant gap.
11. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.	<p>8(c) Apply basic principles of criminology and take into account the current best practices as well as the organization's policies and procedures, mission and value statements.</p> <p>8(d) Apply knowledge of relevant aspects of history, philosophy, and diverse models of corrective action, detention, rehabilitation, and reintegration in Canada.</p>	Diploma students are exposed to this learning outcome, however they will benefit from the greater depth provided in the degree.	<p>The students will achieve more in-depth coverage of this outcome in the degree, specifically in the following course:</p> <ul style="list-style-type: none"> • Comparative Corrections
12. Identify and evaluate alternatives to the current	8(c) Apply basic principles of criminology that take into account	Diploma students are introduced to this learning outcome, however they will	Students will benefit from degree courses in the 3 rd and 4 th year to provide more in-

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
correctional intervention strategies, with a view to anticipating future directions.	the current best practices as well as the organization's policies and procedures, mission and value statement.	benefit from the depth that will be provided in the degree.	depth exposure to this learning outcome, specifically: <ul style="list-style-type: none"> Restorative Justice
13. Examine 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.	Students will take the following degree courses: <ul style="list-style-type: none"> Statistics Research Methods Correctional Research Project
14. Analyze the ethical implications of criminological research in a variety of applied research setting.		Significant gap exists.	Students will close the gap by taking the following degree courses: <ul style="list-style-type: none"> Statistics Research Methods Correctional Research Project
15. Formulate and evaluate criminological questions with clarity.	8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public. 8(c) Apply basic principles of criminology that take into account the current best practices as well as the organization's policies, procedures, mission and value statement.	Diploma students are introduced to this outcome, however they will benefit from more in-depth knowledge at the degree level.	Students will achieve more in-depth exposure to this learning outcome in all 3 rd and 4 th year degree courses.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
<p>16. 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.</p>	<p>8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.</p> <p>8(c) Apply basic principles of criminology that take into account the current best practices as well as the organization's policies, procedures, mission and value statement.</p>	<p>Diploma students are introduced to this outcome, however they will benefit from more in-depth knowledge at the degree level.</p>	<p>Students will achieve more in-depth exposure to this learning outcome in all 3rd and 4th year degree courses.</p>
<p>17. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.</p>	<p>6. Establish and maintain constructive relationships with clients, staff, professionals and the community.</p> <p>6(a) Communicate effectively, orally, in writing, and electronically, or in any other form with clients, clients' families, victims, staff, community agencies, and community resources in a timely and ongoing manner keeping in mind the limitation of confidentiality and consistent</p>	<p>Diploma students are exposed to and will have mastered this learning outcome.</p>	<p>No significant gap exists.</p>

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	<p>with organizational and legislative policies.</p> <p>6(c) Interact with clients and co-workers in a manner which demonstrates respect for the cultural, ethnic, and lifestyle diversity of the community.</p> <p>6(d) Establish and maintain appropriate lines of communication and facilitate constructive interactions between client and family members.</p>		
18. 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.	Diploma students are exposed to and will have mastered this learning outcome.	No significant gap.
19. Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related	1(g) Solicit and use feedback regarding performance to carry out self-assessment.	This outcome is imbedded in many of the Diploma courses, however, they are not covered in the same detail as in the degree.	The gap will be remedied in the degree in the following course: <ul style="list-style-type: none"> • Preparing for Practice

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
goals.			
20. Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.	6. Establish and maintain constructive relationships with clients, staff, professionals, and the community.	This outcome is introduced in the diploma and will be developed further in the degree.	Students will have an opportunity to enhance their ability to work effectively in groups/teams throughout the degree program.
21. Demonstrate effective conflict management skills.	2(g) Use behaviour management techniques in a variety of situations according to the organizational policies and procedures of 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.	There is no significant gap.	There is no significant gap.
22. Engage in an on-going process of self-knowledge and self-reflection.	1(g) Employ constructive ways to recognize and manage any form of personal stress. 1(f) Solicit and use feedback regarding	This learning outcome is embedded in courses throughout the diploma and will be enhanced in the degree.	This learning outcome will be enhanced through the additional degree level study.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	performance to carry out self-assessment.		

Baccalaureate in Criminal Justice Breadth Requirements for Community and Justice Services Graduates who transfer into the Criminal Justice Degree Program:

Criminal Justice Degree Breadth Requirements	Community & Justice Services Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Additional Degree Level Breadth Requirements	Explanation of Breadth Credit
Introduction to Sociology	Sociology completed at 75%		Meets requirements for a breadth course
Introduction to Psychology	Psychology completed at 75%		Meets requirements for an unrelated breadth course
Ethics & Moral Theory	Ethical Issues completed at 75%		Meets requirements for an unrelated breadth course
Social Psychology		1 degree level breadth course	Completed as part of 2 nd year degree level studies
Statistics (linked)		1 degree level course	Completed as part of 2 nd year degree level studies
Research Methods (linked)		1 degree level course	Completed as part of 3 rd year degree level studies
Breadth Elective 1		1 degree level breadth course	Completed as part of the 3 rd year of degree studies
Breadth Elective 2		1 degree level breadth course	Completed as part of the 3 rd year of degree studies
Breadth Elective 3		1 degree level breadth course	Completed as part of final year of degree studies
Breadth Elective 4		1 degree level breadth course	Completed as part of final year of degree studies
Total: 10	The 10 degree level breadth course requirement is met through 3 equivalents from students' diploma studies plus additional degree-level study.		

5.2.4.2 Gap Analysis: Police Foundations Diploma to Criminal Justice Degree

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	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.	3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public.	The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 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 penal practice.	3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public.	The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 3 rd and 4 th year 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.	3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and	The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.	This outcome is further developed in all of the 3 rd and 4 th year degree courses.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	<p>the public.</p> <p>10. Apply fundamental concepts of political sciences, law and legislative policy making and public administration to the provision of police services.</p>		
<p>4. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.</p>	<p>3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public.</p> <p>6. Initiate, promote and facilitate partnerships to meet community policing and security needs.</p> <p>10. Apply fundamental concepts of political sciences, law and legislative policy making and public administration to the provision of police services.</p> <p>13. Develop strategies to assist victims to</p>	<p>The diploma program introduces these concepts – this outcome will benefit from further development to meet the degree level standard.</p>	<p>This outcome is further developed in all of the 3rd and 4th year degree courses.</p>

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	meet their needs.		
5. Outline and interpret the historical development of the Canadian Correctional System.		Significant gap exists.	Police Foundations Students will be required to take the following semester 1 degree courses: <ul style="list-style-type: none"> • The History of the Canadian Correctional System/ • Community Corrections
6. Describe and analyze the structure and operation of correctional facilities.		Significant gap exists.	Police Foundations Students will be required to take the following semester 1 degree course: <ul style="list-style-type: none"> • The History of the Canadian Correctional Institution/ • Community Corrections
7. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.	7. Assess the relationship of policing services to other participants in the criminal justice system and other community service agencies.	Diploma students are exposed to and will have mastered this learning outcome.	No significant gap exists.
8. Describe and evaluate the complex role of the community in the Criminal Justice system.	6. Initiate, promote and facilitate partnerships to meet community policing and security needs. 7. Assess the relationship of policing services to other	This outcome is addressed fundamentally in the diploma and is expanded in depth in the degree. There is a gap with respect to Community Corrections.	Police Foundations students are required to take the following semester 1 degree course: <ul style="list-style-type: none"> • Community Corrections

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	participants in the criminal justice system and other community service agencies.		
9. Identify the process of program management and demonstrate an ability to measure the cost and effectiveness of correctional programs.	6. Initiate, promote, and facilitate partnerships to meet community policing and security needs.	The diploma addresses the fundamental steps of program planning, but there is a significant gap related to program management.	The students will achieve these learning outcomes in: <ul style="list-style-type: none"> • Case Management In Correctional Services
10. Identify the challenges and rewards of working with special populations in an institutional and community setting.	2. Communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multidisciplinary teams in order to achieve goals. 3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public.	PFP students are exposed to special populations, however the gap is significant as it relates to the interface between the special populations and the correctional environments.	In the degree, the students will close the gap by taking the following courses: <ul style="list-style-type: none"> • Social Problems in the Justice System • Addictions and Impulse Control • Clinical Criminology • Women in the Criminal Justice System
11. Evaluate the effectiveness of	7. Assess the relationship of	PFP students are exposed to the	Students will close the gap by taking the

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
institutional and community correctional intervention by comparing provincial, national and international jurisdictions.	policing services to other participants in the criminal justice system and other community service agencies.	correctional process and the effectiveness of it. They do not compare or contrast in any detail.	following courses offered in the degree: <ul style="list-style-type: none"> • Comparative Corrections • Institutional Culture • Restorative Justice
12. Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.	7. Assess the relationship of policing services to other participants in the criminal justice system and other community service agencies.	PFP students are exposed to the alternatives, however it is a basic introduction, and lacks the depth required in the degree.	Students will close the gap by taking the following course offered in the degree: <ul style="list-style-type: none"> • Restorative Justice
13. Examine a range of research strategies and methods and assess the appropriateness of their use.	6. Initiate, promote and facilitate partnerships to meet community policing and security needs. 8. Make sound decisions based on an evaluation of situations. 11. Assess information gathering skills used in basic investigative techniques.	PFP students are introduced to the concepts of research, largely within the context of criminal investigation. A significant gap related to academic research exists.	Students will take the following degree courses: <ul style="list-style-type: none"> • Statistics • Research Methods
14. Analyze the ethical implications of criminological research in a variety of applied research setting.		Significant gap exists.	Students will close the gap by taking the following degree courses: <ul style="list-style-type: none"> • Research Methods • Statistics • Correctional Research Project

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
15. Formulate and evaluate criminological questions with clarity.	8. Make sound decisions based on an evaluation of situations. 10. Apply fundamental concepts of political sciences, law and legislative policy making and public administration to the provision of police services. 11. Assess information gathering skills used in basic investigative techniques.	Diploma students are introduced to this outcome, however they will benefit from more in-depth knowledge at the degree level.	Students will receive more in-depth exposure to this learning outcome in 3 rd and 4 th year degree courses.
16. 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.	3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public. 10. Apply fundamental concepts of political sciences, law and legislative policy making and public administration to the provision of police services.	Diploma students are introduced to this outcome, however they will benefit from more in-depth knowledge at the degree level.	Students will receive more in-depth exposure to this learning outcome in 3 rd and 4 th year degree courses.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
<p>17. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.</p>	<ol style="list-style-type: none"> 1. Act in a manner consistent with all relevant law and legislation, and professional, organizational and ethical standards. 2. Communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multidisciplinary teams in order to achieve goals. 3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/ offenders and the public. 	<p>PFP students are introduced to concepts which identify the importance of interpersonal communications. There is a significant gap related to the practice of the application of the concepts.</p>	<p>This gap is remedied as students take the following degree courses:</p> <ul style="list-style-type: none"> • Counselling (from semester 2) • Group Dynamics
<p>18. 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>	<ol style="list-style-type: none"> 1. Act in a manner consistent with all relevant law and legislation, and professional, organizational and ethical standards. 4. Document, prepare and assist in the presentation of 	<p>The PFP students receive a sound foundation in this area. In the degree, however, these foundational concepts will be enhanced and covered in depth. In addition, they will be more closely related to the correctional</p>	<p>This gap will be remedied in the degree with the following courses:</p> <ul style="list-style-type: none"> • Institutional Culture • The History of the Canadian Correctional System • Community

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
	<p>court cases in compliance with criminal and provincial law, rules of evidence, and the Charter of Rights and Freedoms.</p> <p>5. Assess the use of police powers.</p> <p>10. Apply fundamental concepts of political sciences, law and legislative policy making and public administration to the provision of police services.</p>	environment.	Corrections
19. Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.	<p>1. Act in a manner consistent with all relevant law and legislation, and professional, organizational and ethical standards.</p> <p>8. Make sound decisions based on an evaluation of situations.</p> <p>9. Cope with stress and optimize fitness and wellness.</p>	These outcomes are imbedded in many of the PFP courses, however, they are not covered in the same detail as in the degree.	<p>The gap will be remedied in the degree in the following course:</p> <ul style="list-style-type: none"> • Preparing for Practice and through the work term.
20. Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of	2. Communicate accurately, persuasively, and credibly to develop effective working relationships with individuals,	This outcome is introduced in the diploma and will be developed further in the degree.	Students will have an opportunity to enhance their ability to work effectively in groups/teams throughout the degree program.

Criminal Justice Program Level Learning Outcomes	Related Diploma Level Learning Outcomes	Gap Analysis	Remediation of Gap
view.	<p>groups, and multidisciplinary teams in order to achieve goals.</p> <p>6. Initiate, promote and facilitate partnerships to meet community policing and security needs.</p>		
21. Demonstrate effective conflict management skills.	<p>2. Communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multidisciplinary teams in order to achieve goals.</p> <p>12. Assess crisis intervention strategies.</p>	There is no significant gap.	There is no significant gap.
22. Engage in an on-going process of self-knowledge and self-reflection.	<p>1. Act in a manner consistent with all relevant law and legislation, and professional, organizational and ethical standards.</p> <p>8. Make sound decisions based on an evaluation of situations.</p> <p>9. Cope with stress and optimize fitness and wellness.</p>	This learning outcome is embedded in courses throughout the diploma and will be enhanced in the degree.	This learning outcome will be enhanced through all the degree level courses students take.

Baccalaureate in Criminal Justice Breadth Requirements for Police Foundations
Graduates who transfer into the Criminal Justice Degree Program:

Criminal Justice Degree Breadth Requirements	Police Foundations Production Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Additional Degree Level Breadth Requirements	Explanation of Breadth Credit
Introduction to Sociology	Sociology and Canadian Society completed at 75%		Meets requirements for a breadth course
Introduction to Psychology	Psychology completed at 75%		Meets requirements for an unrelated breadth course
Ethics & Moral Theory	Principles of Ethical Reasoning completed at 75%		Meets requirements for an unrelated breadth course
Social Psychology		1 degree level breadth course	Completed as part of 2 nd year degree level studies
Statistics (linked)		1 degree level course	Completed as part of 2 nd year degree level studies
Research Methods (linked)		1 degree level course	Completed as part of 3 rd year degree level studies
Breadth Elective 1		1 degree level breadth course	Completed as part of the 3 rd year of degree studies
Breadth Elective 2		1 degree level breadth course	Completed as part of the 3 rd year of degree studies
Breadth Elective 3		1 degree level breadth course	Completed as part of final year of degree studies
Breadth Elective 4		1 degree level breadth course	Completed as part of final year of degree studies
Total: 10	The 10 degree level breadth course requirement is met through 3 equivalents from students' diploma studies plus additional degree-level study.		

5.2.5 Bridging Courses

Not applicable to this submission.

5.3 Promotion and Graduation Requirements

The following requirements are taken from the Humber Academic Regulations. Any highlighted areas reflect the amendments/additions to the regulations pertinent to promotion and graduation requirements.

Program Requirements	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside the main field(s) of study	<p>The minimum passing grade is 50%.</p> <p>A minimum term G.P.A. of 60% is required to progress to the next semester in the program.</p> <p>If a student's term average is below 65%, the student will be placed on probation.</p> <p>Probation rules are outlined in the overall achievement section.</p>	A 65% weighted overall program grade point average is required.
Courses in disciplines within the main field(s) of study	<p>The minimum passing grade is 50%.</p> <p>A minimum term G.P.A. of 60% is required to progress to the next semester in the program.</p> <p>If a student's term average is below 65%, the student will be placed on probation.</p> <p>Probation rules are outlined in the overall achievement section.</p>	A 65% weighted overall program grade point average is required.
Work placement/ internship	Rating of Satisfactory	Rating of Satisfactory
Overall achievement	Courses that have a prerequisite may not be taken until the prerequisite course(s) have been taken and passed.	<p>Candidates for graduation will be required to meet all of the following:</p> <p>Students must have completed the program</p>

Program Requirements	Level of Achievement	
	Promotion	Graduation
	<p>Students will be evaluated at the end of each term of study.</p> <p>Academic Probation</p> <p>If a student's term average is below 65%, the student will be placed on probation. If the following term's average is again below 65%, but greater than 60%, probation will continue. If the average is below 60%, the student will be withdrawn for a period of two consecutive terms.</p> <p>Further, if a student's term GPA is below 60% for three consecutive terms, the student will be withdrawn for a period of two consecutive terms. (For example, a student who is withdrawn at the end of the fall term will be eligible for re-admission at the beginning of the fall term in the subsequent year regardless of whether or not the program is offered during the spring term.)</p> <p>If a student is required to withdraw for probationary reasons, he/she will not be considered for admission to a program in a related discipline for a period of two consecutive terms.</p> <p>A student, who has been required to withdraw for academic reasons, will be placed on probation when he/she resumes study and</p>	<p>within 200% of the normal program duration. For example a four (4) year program would have a maximum completion timeframe of eight (8) years. Failure to complete the program within the 200% timeframe would require the student to apply for re-admission. Students would then have their courses evaluated for currency and would be subject to the curriculum in place at the time of re-admission.</p> <p>A 65% weighted overall program grade point average.</p> <p>Successfully completed the requirements of the degree in effect at the time of graduation unless the Dean has approved alternate arrangement in writing. The graduation requirements will include any changes made to advanced semesters while the student is "in progress" in a program but would not include changes in semesters that have already been completed.</p> <p>Two of the breadth courses must be taken at the Advanced Level.</p> <p>20% of the courses taken must be breadth courses.</p> <p>Students must have taken at least twenty-five percent</p>

Program Requirements	Level of Achievement	
	Promotion	Graduation
	<p>must clear the probationary requirements in order to continue to study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.</p>	<p>(25%) of their credits for the program at Humber in order to satisfy residency requirements</p> <p>No more than 50% of the program can be satisfied through the Prior Learning Assessment and Recognition (PLAR).</p>

6. Program Content Standard

6.2 Professional/Accreditation or Other Organization Support

6.2.1 Professional/Accreditation or Other Requirements

Canadian Criminal Justice Association (<http://www.ccja-acjp.ca/en/>) is an independent national voluntary organization working for an improved criminal justice system in Canada. The association was founded in 1919. The CCJA exists to promote rational, informed, and responsible debate in order to develop a more humane, equitable and effective justice system. It is committed to:

- providing the public, criminal justice participants and concerned observers with balanced information and education on justice issues through: publications, conferences, seminars, congresses and training opportunities
- creating opportunities for debate, consultation and advice, initiation of change, monitoring progress, and striving for improvement in the areas of: crime prevention, community-based programs, public policy, justice programs and services, and legislation
- advocating for fairness, equity and the protection of rights
- fostering communication, collegiality, consensus and cooperation among all
- promoting research and the advancement of knowledge.

Ontario Community Justice Association (www.ocja.ca) is a non-profit association representing providers of community justice programming throughout the province of Ontario. It is comprised of professionals from across Ontario who are employed by community-based organizations affiliated with the justice system. The OCJA's goals are:

- To provide an opportunity for justice service providers to network and work together toward common goals
- To explore and share among the membership
- To provide a forum for sharing information, concerns and best practices
- To represent and advocate for the concerns of members to the applicable government Ministries
- To provide on-going training through sharing of information and annual conferences
- To foster and encourage community-based programming affiliated with the criminal justice system.

International Corrections and Prisons Association (www.icpa.ca) provides leadership and vision in the area of corrections and criminal justice and represents members from over 70 countries encompassing all areas of the criminal justice system. The ICPA is a non-governmental organization in Special Consultative Status with the Economic and Social Council of the United Nations. Its mission is to contribute to public safety and healthier communities by encouraging and enabling best correctional practices in prisons and outside communities. The objectives for action for the association include:

- Promoting, maintaining and strengthening cooperation between individuals, institutions, organizations and associations interested in corrections and criminal justice policies which affect corrections and prisons.
- Encouraging the involvement of victims, offenders' families, volunteer organizations and other elements of the community in finding helpful and workable solutions to correctional and criminal justice issues.
- Promoting best practices.
- Organizing conferences, seminars and workshops.
- Being a centre for the dissemination of information and literature on activities and research.
- Promoting cooperation and collaborative initiatives between jurisdictions in areas of common interest.
- Encouraging and promoting research.
- Promoting staff exchanges and study visits between interested jurisdictions.
- Enhancing public education, understanding and involvement in correctional matters.
- Providing support for, collaborating with, and generally facilitating the work of bilateral and multilateral agencies providing technical assistance or training.
- Promoting the study of correctional matters at a tertiary level of education.

6.2.2 Letters of Support: Professional/Accreditation or Other Requirements



CANADIAN CRIMINAL JUSTICE ASSOCIATION ASSOCIATION CANADIENNE DE JUSTICE PÉNALE

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E-mail/Courriel : ccja@bellnet.ca – Internet: www.ccja-acjp.ca

July 4, 2007

Ms. Gina Antonacci
Associate Dean
School of Social and Community Services
Humber Institute of Technology & Advanced Learning
205 Humber College Boulevard
Toronto, Ontario M9W 5L7

Dear Associate Dean Antonacci:

Thank you for sharing the proposed curriculum overview for the Bachelor of Applied Arts (Corrections and Corrections) with the Canadian Criminal Justice Association. The CCJA is one of the longest serving non-governmental organizations of professionals and individuals interested in criminal justice issues in Canada, having begun its work in 1919. CCJA consists of nearly 800 members and publishes the Canadian Journal of Criminology and Criminal Justice, the Justice Report, the Justice Directory of Services, and the Directory of Services for Victims of Crime. We also organize the “Canadian Congress on Criminal Justice” every two years.

While we are not an academic organization and cannot purport to possess pedagogical expertise, we can certainly comment favourably on the relevance of your program to issues in criminology and are pleased to see the emphasis on applied corrections. The breadth of your draft course outline indicates to us that you have covered the salient points that are considered of import in corrections today.

While distance would obviously be a challenge, should you have students interested in working with us on a project as part of their course work, we would be happy to collaborate.

We wish you every success in your endeavour.

Sincerely yours,

Irving Kulik
Executive Director

PROVINCIAL ASSOCIATIONS

Alberta Criminal Justice Association, British Columbia Criminal Justice Association, Manitoba Criminal Justice Association,
New Brunswick Criminal Justice Association, Newfoundland and Labrador Criminology and Corrections Association,
Nova Scotia Criminology and Corrections Association, Ontario Association of Corrections and Criminology,
Société de criminologie du Québec, Saskatchewan Criminal Justice Association

ASSOCIATIONS PROVINCIALES



Gina Antonacci
Associate Dean
School of Social and Community Services
Humber College Institute of Technology & Advanced Learning
Lakeshore Campus
3199 Lake Shore Boulevard West
Toronto, ON
M8V 1K8

June 28, 2007

Dear Ms. Antonacci

I received with great interest your information regarding Humber College's intention to develop a B.A.A. in Criminology and Corrections. The Ontario Community Justice Association (OCJA) is a non-profit association representing providers of community justice programming throughout the province of Ontario. Our Association is comprised of professionals from across Ontario who are employed by a community based organization affiliated with the justice system.

We can affirm to you that there is a need for a degree level program which addresses the many issues related to community justice in Canada today. In reviewing your Academic Course Schedule, we were impressed by the breadth of the education that would be provided. The community justice field requires professionals with an understanding of both people (psychology, women's issues, diversity, sociology, counselling skills, conflict management, youth issues, group dynamics, victimization, and sexual deviance) and the justice system (human rights, criminology, criminal law, community corrections, community policing, correctional settings, social policy and restorative justice). Your curriculum appears to understand this need.

Specifically in the area of community justice, workers are currently to understand the societal context within which the client exists, assess for ongoing risk (both risk to re-offend and risk in a larger sense, including mental health), and develop and case manage appropriate programming for the client. This level of expertise is best gained through education in human services and corrections, plus hands on experience. The B.A.A. in Criminology and Corrections appears to be an excellent vehicle for which one could prepare themselves for work in this field and we suspect that graduates from this program will be sought after within the field.

We wish you best of success with this program and offer our services in regard to any further or ongoing consultation that may be helpful to you.

Sincerely,

Michelle Connor
President, OCJA



ICPA
International Corrections
and Prisons Association
for the Advancement of Professional Corrections

Business Manager
ICPA
PO Box 230
Station A
Ottawa ON
K1N 8V2

Thursday, August 02, 2007

Tel: 613 293 4710
Fax: 613 482 5003

Associate Dean, School of Social and Community Services
Humber Institute of Technology & Advanced Learning
205 Humber College Boulevard
Toronto, ON M9W 5L7
Canada

Dear Ms. Antonacci:

In response to your letter dated June 20, 2007, below you will find my comments on your proposal to develop a new B.A.A in Criminology and Corrections.

ICPA recognizes this new credential and does support it.

As an Association that believes in the advancement and improvement of corrections (internationally), we strongly support the need to further develop opportunities in the education of individuals with a degree such as this one that you are proposing.

In my opinion, the degree does meet the needs of the profession by certainly touching on a broad variety of aspects that are possible future tasks of an employee. According to the potential positions listed (i.e. PO, IO, CI, etc.), the courses seem very reasonable and I believe will prepare the student for the CJ field.

The degree supports standards and requirements for this field of study by preparing the student for the workforce by giving them the knowledge of different aspects both directly and indirectly related to the CJS. Research continues to be a great asset for employees to have, particularly with the growing amount of information available (i.e. via Internet, private corporations, etc.). All of the skills in which the degree emphasizes on such as communication, leadership, etc. will all be an asset in the field of CJS as it is an extremely sensitive area of the work field. It is important that students know the public views and impacts of CJ related areas. In my opinion, the work placement of 490 hours seems reasonable and is an absolute necessity and most

Advancing Corrections within the International Community



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important for the student. The hands on experience will give the student an idea of what it will be like to work in the field.

This degree will certainly have a positive affect on employment and future promotion opportunities of individuals who have successfully completed it. Canadian Criminal Justice related departments are now finding themselves in a position where highly knowledgeable and experienced professionals are retiring from the Private and Public Sector. There will soon be a genuine need of balance between those with the experience that are already working in the field and those who have the strong and broad educational background.

I have enclosed some items that are in relation to ICPA for your ease of reference and items for you to keep.

I trust this response to be satisfactory. Please do not hesitate to contact me directly should you require any further information. Thank you kindly and the best in developing this new B.A.A.

Sincerely,

April Dorion
Business Manager

Advancing Corrections within the International Community

6.3 Program Content Summary Material

6.3.1 Program Level Learning Outcomes

Criminal Justice Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
23. Describe and critically examine a range of key concepts and theoretical approaches within criminology and criminal justice and provide an evaluation of their application.	<ul style="list-style-type: none"> ▪ Introduction to the Canadian Criminal Justice System ▪ Introduction to Sociology ▪ Introduction to Criminology ▪ Criminal Law and Procedure ▪ Contemporary Policing ▪ Sociological Theories of Crime ▪ Social Problems in the Criminal Justice System ▪ Social Policy Issues and the Criminal Justice System ▪ Crime Prevention ▪ Ethics and Moral Theory ▪ Introduction to Psychology ▪ Social Psychology
24. Evaluate complex social problems in terms of criminological theories of crime, deviance, victimization, crime control and penal practice.	<ul style="list-style-type: none"> ▪ Social Problems and the Criminal Justice System ▪ Human Rights and Justice Systems ▪ Victims in the Criminal Justice System ▪ Institutional Culture ▪ Contemporary Policing ▪ Sociological Theories of Crime ▪ Social Policy Issues and the Criminal Justice System
25. Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimization, crime control and penal practice.	<ul style="list-style-type: none"> ▪ Human Rights and Diversity ▪ Victims in the Criminal Justice System ▪ Women in the Criminal Justice System ▪ Youth and Crime ▪ Hate Crime and Terrorism ▪ Sociological Theories of Crime ▪ Social Policy Issues and the Criminal Justice System
26. Identify and comment on the value of criminological work as it applies to crime, crime victims, policing, criminal justice and penal policies.	<ul style="list-style-type: none"> ▪ All courses.
27. Outline and interpret the historical development of the Canadian Correctional System.	<ul style="list-style-type: none"> ▪ The Canadian Criminal Justice System ▪ The History of the Canadian Correctional Institution ▪ Community Corrections

Criminal Justice Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Institutional Culture
28. Describe and analyze the structure and operation of correctional facilities.	<ul style="list-style-type: none"> ▪ The Canadian Criminal Justice System ▪ The History of the Canadian Correctional Institution ▪ Institutional Culture ▪ Case Management in Correctional Services ▪ Management in the Criminal Justice System ▪ Comparative Corrections
29. Describe the roles of the various players within the criminal justice system and discuss the interdependence that exists among them.	<ul style="list-style-type: none"> ▪ The Canadian Criminal Justice System ▪ Contemporary Policing ▪ Social Problems in the Justice System ▪ Social Policy Issues in the Criminal Justice System
30. Describe and evaluate the complex role of the community in the Criminal Justice system.	<ul style="list-style-type: none"> ▪ Community Corrections ▪ Restorative Justice ▪ Victims in the Criminal Justice System
31. Identify the process of program management and measure the cost and effectiveness of correctional programs.	<ul style="list-style-type: none"> ▪ The History of the Canadian Correctional Institution ▪ Community Corrections ▪ Institutional Culture ▪ Case Management in Correctional Services ▪ Restorative Justice
32. Identify the challenges and rewards of working with special populations in an institutional and community setting.	<ul style="list-style-type: none"> ▪ Youth and Crime ▪ Women in the Criminal Justice System ▪ Sexual Deviance ▪ Impulse Control ▪ Clinical Criminology ▪ Victims in the Criminal Justice System ▪ Perspectives on Violent Behaviour ▪ Institutional Culture ▪ Contemporary Policing ▪ Special Topics in Correctional Criminology ▪ Ethics and Moral Theory ▪ Psychology of Criminal Conduct
33. Evaluate the effectiveness of institutional and community correctional intervention by comparing provincial, national and international jurisdictions.	<ul style="list-style-type: none"> ▪ The History of the Canadian Correctional Institution ▪ Community Corrections ▪ Institutional Culture

Criminal Justice Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Comparative Corrections ▪ Criminal Justice Research Project ▪ Social Policy Issues and the Criminal Justice System ▪ Clinical Criminology
34. Identify and evaluate alternatives to the current correctional intervention strategies, with a view to anticipating future directions.	<ul style="list-style-type: none"> ▪ Crime Prevention ▪ Criminal Justice Research Project ▪ Case Management in the Correctional System
35. Examine a range of research strategies and methods and assess the appropriateness of their use.	<ul style="list-style-type: none"> ▪ Statistics ▪ Research Methods ▪ Criminal Justice Research Project ▪ Crime Prevention
36. Analyze the ethical implications of criminological research in a variety of applied research settings.	<ul style="list-style-type: none"> ▪ Statistics ▪ Research Methods ▪ Criminal Justice Research Project ▪ Ethics & Moral Theory
37. Formulate and evaluate criminological questions with clarity.	<ul style="list-style-type: none"> ▪ All courses.
38. 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.	<ul style="list-style-type: none"> ▪ All courses.
39. Employ effective interpersonal communication skills and techniques to interact with clients, team members and the community overall.	<ul style="list-style-type: none"> ▪ Interpersonal skills ▪ Work Experience ▪ Group Dynamics ▪ Counselling: Theory and Practice ▪ <i>Note: All courses have an element that contributes to this outcome.</i>
40. 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.	<ul style="list-style-type: none"> ▪ Human Rights and Diversity ▪ Criminal Law and Procedure ▪ Introduction to the Canadian Criminal Justice System ▪ Contemporary Policing ▪ Youth and Crime ▪ Ethics & Moral Theory ▪ Management in the Criminal Justice System ▪ Work Experience
41. Identify and comment on the core values and principles associated with the Criminal Justice System and evaluate the various ethical systems.	<ul style="list-style-type: none"> ▪ All discipline-specific courses

Criminal Justice Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
42. Demonstrate self-awareness, self-confidence, self-direction, self-management and use resources to plan for and attain personal, career and work-related goals.	<ul style="list-style-type: none"> ▪ All courses.
43. Work effectively and assertively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view.	<ul style="list-style-type: none"> ▪ Group Dynamics ▪ Work Experience ▪ <i>(Note: most courses have an element of group work/discussion/presentation to respond to this outcome).</i>
44. Demonstrate effective conflict management skills.	<ul style="list-style-type: none"> ▪ Interpersonal Skills ▪ Conflict Management ▪ Counselling: Theory and Practice ▪ Restorative Justice
45. Engage in an on-going process of self-knowledge and self-reflection.	<ul style="list-style-type: none"> ▪ All courses ▪ Work Experience

6.3.2 Course Descriptions and Learning Outcomes

Year and Semester	Course Title	Calendar Course Description
YEAR 1		
Semester 1	Introduction to the Canadian Criminal Justice System	This introductory course provides the student with 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 are explored.
Semester 1	The History of Canadian Correctional Institution	This course is an examination of the organization, structure and operation of correctional institutions in Canada. There is an emphasis on analyzing the correctional institution as a social system. The role of classification, programming, the inmate social system, and the role of the correctional staff are examined. There is an opportunity to explore the effectiveness of the correctional institution and the feasibility of alternatives to the traditional correctional institution.
Semester 1	Human Rights and Diversity	This course introduces students to the human rights principles which form the foundation of various human rights laws, treaties and covenants. Students 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.

Year and Semester	Course Title	Calendar Course Description
Semester 1	Interpersonal Skills and Group Dynamics	<p>Part one of this course is designed to introduce students to the theories and concepts of interpersonal communication. In addition, students 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.</p> <p>Part two of this course involves the study of group dynamics and allows the student 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.</p>
Semester 1	Breadth: Introduction to Sociology	See descriptions for breadth electives below.
Semester 2	Introduction to Criminology	<p>This course provides an examination of various theoretical explanations of criminal and deviant behaviour including the sociological, biological and psychological perspectives. Criminological theory is related to various types of criminal activity. The reality of crime in Canada, including victimology, 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.</p>

Year and Semester	Course Title	Calendar Course Description
		The course also offers an in-depth understanding of criminology as a scientific method of studying crime and criminals.
Semester 2	Community Corrections	This course provides students with an introduction 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.
Semester 2	Criminal Law and Procedure	This course introduces students to criminal law and the criminal process from the point of arrest to sentencing. It examines 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.
Semester 2	Counselling: Theory and Practice	This course provides students with an understanding of the essential functions, scope and parameters of counselling within the Correctional environment. Students examine the elements and challenges inherent in developing and maintaining a sound therapeutic alliance. Theoretical and practical approaches to counselling are reviewed and critiqued, assisting students in the development of the skills required for effective intervention. Students differentiate between and determine the benefits of individual and group counselling. They review relevant literature and apply

Year and Semester	Course Title	Calendar Course Description
		skills to case studies and role plays, and conduct 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.
Semester 2	Breadth: Introduction to Psychology	See descriptions for breadth electives below.
YEAR 2		
Semester 3	Contemporary Policing	<p>This course is about the institution of public policing in Canada. Policing represents an array of men and women who are sworn to serve and protect the interests of the public. Yet, we know the police are one institution that is in high demand to be open, transparent and legally accountable to serve all interests and fulfill all expectations.</p> <p>This course will take an in-depth look at policing throughout Canada. It will introduce the student to the institution of policing, its structure, organization, mandate, and goals. Topics discussed will cover: the nature of police work, different forms of policing like community based policing vs. traditional policing, police interactions with other agencies such as the courts, corrections and customs; Canadian policing will be compared to other US and European models of policing to examine how the origins and concepts influence or impact on Canadian police agencies. Lastly, the course examines the academic research literature that drives the student to further explore the concepts of Canadian public policing, its problems such as police misconduct, police ethics, police media relations, police oversight, police recruiting, training and education.</p>

Year and Semester	Course Title	Calendar Course Description
Semester 3	Conflict Management	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.
Semester 3	Victims in the Criminal Justice System	In this course, students examine various aspects of victimization. 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.
Semester 3	Youth and Crime	Students explore issues related to youth crime. The course focuses on the manner in which the youth justice system responds to youth crime in Canada and its impact. Students examine the available research on youth crime and the youth justice system in the context of the laws that govern it. Society's response to young offenders and the evolution of youth justice legislation in Canada are analyzed. An emphasis is on the use of custody and its impact on young offenders, as well as the media's role in shaping our youth justice system. The course concludes with a look at "who are the youth who commit crime", the changes in youth crime and the various approaches of dealing with youth crime in Canada, including the trends, future approaches and interventions when dealing with youth crime and youth in conflict with the law.

Year and Semester	Course Title	Calendar Course Description
Semester 3	Breadth: Ethics and Moral Theory	See descriptions for breadth electives.
Semester 4	Social Problems and the Criminal Justice System	This course provides an excellent avenue for developing patterns of critical thinking and for learning 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.
Semester 4	Case Management in Correctional Settings	This course is designed to provide students with an understanding of the major issues involved in providing case management services within a correctional environment. It focuses 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 by students in the class, participants have an opportunity to 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.
Semester 4	First Nations People and the Criminal Justice System	This course provides students with an overview of the richness and diversity of the aboriginal peoples of Canada, including Metis and Inuit, with a special emphasis on Native people

Year and Semester	Course Title	Calendar Course Description
		<p>and the criminal justice system. The initial part of the course is a survey of the indigenous peoples of Canada and an examination of the legal and bureaucratic constraints that affect them as well as the impact of colonialism. The latter part of the course focuses on Canadian aboriginal people and the justice system. To best do this, we focus on the different provinces and regions of Canada and consider such issues as traditional systems of justice, incarceration rates and other statistics related the CJS and Native peoples, cultures and history of policing, substance abuse, and recent initiatives in Aboriginal justice and policing across the country.</p>
Semester 4	Statistics	<p>This is an introductory course in statistics for Criminal Justice students. Student readings underscore the unique character and problems associated with crime and justice statistics in Canada while assignments focus on the application of statistical 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.</p>
Semester 4	Social Psychology	<p>See descriptions for breadth electives below.</p>
YEAR 3		
Semester 5	Research Methods	<p>This course provides students with the conceptual understanding and the tools required to conduct applied research studies using both qualitative and quantitative methodologies. Students gain an appreciation of all components of the research process and its importance in developing an empirical knowledge base that can be</p>

Year and Semester	Course Title	Calendar Course Description
		<p>applied in a variety of practice settings leading to more accurate and accountable performance. Students learn how to identify problems which can be framed in a research context, formulate an appropriate research design, collect data, and develop techniques for analyzing the data and drawing conclusions. Different qualitative approaches are examined and the assumption that knowledge is subjective and socially constructed is explored through the study of various theoretical perspectives such as phenomenology, grounded theory and ethnography. Competence is developed in a variety of quantitative methods, including survey design, measurement, sampling, and statistical techniques. Ethical and feasibility issues that arise in contemporary work settings are discussed. This course attempts to provide a relevant introduction to the importance of research as a foundation for effective practice.</p>
Semester 5	Psychology of Criminal Conduct	<p>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. This course relies on an interdisciplinary framework of general personality and social psychology of criminal behaviour that is open to a variety of factors that relate to individual differences -- both theoretical and practical. Through a combination of interactive lecture, guest speakers, multi-media and small group presentations, students have an</p>

Year and Semester	Course Title	Calendar Course Description
		<p>opportunity to review and critique relevant literature and controversial topics in the management of this group of offenders. Case study examples are used to illustrate various scenarios in theory and practice.</p>
Semester 5	Women in the Criminal Justice System	<p>This course highlights the historical evolution of women and crime. Contemporary theoretical perspectives regarding women and the justice system are reviewed. Particular attention is given to the gender specific pathways to crime. A contextual analysis involving societal roles, relationships, diversity, socio-economic status, education, and employment status highlight the correlation between female criminality and the responsivity of the Canadian justice system. There is a critical analysis of the responsivity and effectiveness of female offender programming in the contemporary Canadian justice system.</p>
Semester 5	Sociological Theories of Crime	<p>This course builds on the foundation course where students were introduced to criminological theory. Its focus is on the sociological theories of crime and the relationship between sociology and crime. Students will examine the sociological theories in detail and relate them to crime and deviance in Canada. In addition, students will be exposed to the domains of crime with a focus on the victim and the role that the media plays in our perception of crime in society.</p>
Semester 5	Breadth Elective	<p>Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.</p>
Semester 6	Institutional Culture	<p>This course immerses students into the reality of the culture within a</p>

Year and Semester	Course Title	Calendar Course Description
		<p>correctional institution. The prevalence of violence and substance abuse are explored. The ability and the responsibility of the correctional facility to protect the inmate 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.</p>
Semester 6	Canadian Courts – Evolving Through the Charter	<p>Building on the program's introductory classes on the Canadian justice system, this course will require 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 will be asked to critically analyse 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, students will 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.</p>
Semester 6	Addictions and Impulse Control	<p>Students explore the major issues associated with impulsivity and its manifestations in contemporary society. Specific focus is on sociological and clinical understandings of problematic behaviour, including alcohol and substance abuse, gambling, sexuality, interpersonal violence, and the role of</p>

Year and Semester	Course Title	Calendar Course Description
		<p>mental disorder. These topics are addressed within a framework of evidence-based practice with specific focus on the assessment, treatment, and risk management of clients demonstrating difficulty. Through a combination of interactive lecture, guest speakers, multi-media and small group presentations, students have an opportunity to review and critique relevant literature and controversial topics in the management of these important societal issues. Case study examples are used to illustrate various scenarios in theory and practice.</p>
Semester 6	Comparative Corrections	<p>Students examine, compare and analyze various international correctional systems. Specific focus is on the issues, trends and challenges of each correctional perspective.</p>
Semester 6	Breadth Elective	<p>Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.</p>
YEAR 4		
Semester 7	Restorative Justice	<p>Students analyze the theories and models of restorative justice. They examine the models and practices of restorative justice within various criminal justice organizations as well as contrasting restorative justice practices within a variety of differing cultural contexts.</p>
Semester 7	Management in the Criminal Justice System	<p>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,</p>

Year and Semester	Course Title	Calendar Course Description
		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.
Semester 7	A Foundation of Law: How Case Law Reflects Canadian Core Values	This course will require students to 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 will be required to examine relevant judicial decisions while evaluating their impact on society through analysis of mainstream media coverage and illustrate or predict changes to societal norms.
Semester 7	Clinical Criminology	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 value-added to the ultimate societal goal of increased community safety. This course is intended to highlight 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 issues associated with the intersection between clinical and behavioural presentations and criminal behaviour,

Year and Semester	Course Title	Calendar Course Description
		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.
Semester 7	Breadth Elective	Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.
Semester 8	Special Topics in Correctional Criminology	<p>This advanced course explores: (1) concepts related to career criminals and repeat offenders with special emphasis on white-collar/corporate crime, deviance, and organized crime; (2) the extent and nature of white-collar and organized crime; (3) competing theoretical perspectives and definitions; and (4) crime control and regulatory strategies. This course is designed to provide the student with the theoretical background to critically analyze abstract and real world problems.</p> <p>Other potential foci for this course include hate crimes and terrorism.</p> <p>This course is a global and analytical examination of cross cultural crimes that investigates the historical international correlations between hate propaganda, Internet hate, hate crime, genocide, and terrorism. The assessment includes comparative evidence-based research on large-scale atrocities, characteristics of offenders, ideological identifiers, the doctrine of justification and the dehumanization process of victims that facilitates the criminal act.</p> <p>Scientific evidence-based studies, and peer review journals are used to</p>

Year and Semester	Course Title	Calendar Course Description
		highlight the psychological and sociological effects of hate propaganda on local and international communities including the prison subculture. Legal remedies involving the application of the Canadian Charter of Rights and Freedoms, criminal and civil law are also examined.
Semester 8	Criminal Justice Research Project	In this capstone course, students apply the knowledge and skills developed throughout the entire degree program by developing a comprehensive thesis on a topic in criminology. Students work in small groups.
Semester 8	Social Policy Issues and the Criminal Justice System	This course analyzes major theories of the social/penal policy-making process and methods of policy analysis, and applies these theories and methods to the study of contemporary issues. Social/penal policy analysis is an interdisciplinary project that draws theory and methodology from a number of disciplines, including, sociology, criminology, social work, and public administration. The course considers how social/criminal justice problems are conceptualized and come to the attention of government policymakers. It also studies how the policy is developed and implemented, and looks at an evaluation of the policy consequences, both intended and unintended. This includes a consideration of what is known about the effectiveness of various policy interventions and the implications of the policy and program successes/failures for future policymaking and practice. Particular attention is paid to current policy issues and debates.
Semester 8	Crime Prevention	Instead of being based on scientific evidence, the crime prevention and policy agenda is seemingly driven by

Year and Semester	Course Title	Calendar Course Description
		<p>political ideology, anecdotal evidence and trends. Building on the knowledge and skills acquired during the previous seven semesters of study within 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.</p>
Semester 8	Breadth Elective	<p>Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.</p>

Year and Semester	Course Title	Calendar Course Description
Breadth Electives		
	Academic Writing and Critical Reasoning	<p>The purpose of this course is twofold: (i) to reinforce students' academic writing skills, with an emphasis on exposition, analysis, and argumentation, and (ii) to develop critical reasoning through discussion and analysis of readings drawn from various academic disciplines and of</p>

Year and Semester	Course Title	Calendar Course Description
		<p>varying complexity. These readings, which have a general relevance to students' area of study, may vary from semester to semester. Emphasis will be placed on clear writing and the ability to develop reasoned arguments. Students will be required to write on topics related to their field of study.</p>
	<p>Astronomy: Discovering Our Place in the Universe</p>	<p>At the beginning of the 21st Century we have the capacity to understand, in a way no previous generation could, our unique and privileged place on a planet in our solar system as part of the Milky Way galaxy in an expanding universe of galaxies. Through direct observation and classroom simulations, we will encounter and describe the movements of the night sky; the same night sky ancient civilizations observed and recorded with amazing accuracy. We will uncover the birth of scientific thought as humans developed models and physical laws to explain the dance of the heavens. With the benefit of data from modern land-based telescopes, the Hubble Space Telescope and space probes, we will explore the planets, the life cycle of stars, the nature of galaxies in an expanding universe, the origins and future of the cosmos and the possibility of extraterrestrial life. Direct observation will be encouraged using binoculars, the college telescope plus local and worldwide resources.</p>
	<p>Betrayal in Contemporary Fiction</p>	<p>It is probably safe to say that betrayal, of one kind or another, is a universal human experience. We have all felt betrayed. We should admit, though, that some betrayals are more serious, more profound, than others. Some betrayals are the stuff of tragedy itself. Through the study of fiction, mainly novels, published since 2000, this course explores betrayal: its kinds:</p>

Year and Semester	Course Title	Calendar Course Description
		personal, communal, historical, linguistic, technological; its implications: physical, emotional, moral; and its outcomes: change, loss, revelation.
	Brainstorm	This course investigates what it means to think rationally and intelligently through an examination of powerful arguments on topics such as the nature of truth, the relationship between religion and science, campus speech codes and censorship, the nature of mental illness, war crimes, and the nature of evil. Through this examination of the ideas and arguments of great thinkers, students are encouraged to question underlying assumptions, appreciate the formal structure of good argumentation, and evaluate the ultimate strength of various positions. Students will develop complex thinking skills that will allow them to analyze their own beliefs as well as assess the arguments of others for soundness and reasonableness.
	Breakthroughs of 20 th Century Science	The Twentieth Century saw breakthroughs in scientific understanding that went a long way to answering ancient questions: the source of heredity in the DNA molecule, the explanation of earthquakes and volcanoes through plate tectonics. Our view of the universe expanded from thousands to billions of light years while at the same time our understanding of fundamental particles imploded from the billiard ball like atom to the weird quantum features of the subatomic world. These understandings have dramatically impacted the way we live. Nanotechnologies built on our quantum understanding make Gigabyte storage devices and GigaHz processors everyday terms. Although

Year and Semester	Course Title	Calendar Course Description
		<p>rapid international travel makes SARS a global threat, advances in medical understanding and practice avoid the disaster of the Spanish Flu. There was also a shift in our fundamental understanding of nature from the familiar, deterministic world of Newtonian Mechanics and Maxwell's Electromagnetism to the counterintuitive domains of Einstein's Relativity and Heisenberg's Uncertainty Principle. Throughout the 20th century, productive accomplishments based on the reductionist approach of previous centuries were supplemented by breakthroughs in the integrative approaches of ecology, systems theory and complexity. Based on our exploration of the nature and direction of the breakthroughs of the 20th century, what breakthroughs can we anticipate and what breakthroughs do we need to survive in the 21st century? These are some of the ideas and questions that will be explored in a manner accessible and of interest to all students.</p>
	<p>Business and Politics (Advanced Level)</p>	<p>The last two decades have witnessed a momentous shift in the relationship between business and the state. Amid talk of "the end of big government," the post-World War II consensus in favour of a strong public sector regulating and supervising economic activity has come under attack from economists, public policy analysts, journalists, politicians, corporate elites, and even segments of the public. This course investigates this evolution, adopting an interdisciplinary approach that synthesizes insights from history, political science, economics, and political theory. After setting out the theoretical framework underlying contemporary policy debates concerning government and business,</p>

Year and Semester	Course Title	Calendar Course Description
		<p>the course will address specific issues such as macroeconomic stabilization policy, international trade, anti-trust law, environmental regulation, labour unions, pensions, corporate liability, consumer protection, health care and education, as well as fairness/equality policies. This course encourages students to reflect on the implications of the changing relationship between business and politics.</p>
	Canadian Studies	<p>This course examines four fundamental challenges (political, economic, social, and cultural) that Canadians face on a regular basis. As well as examining the current status of these challenges, students investigate the historical roots of contemporary problems. Questions such as the future of sovereignty, the problem of ongoing regional grievances, the transition from a resource and industrial economy to an information economy, multiculturalism and equity, and the future of Canadian culture in the “McWorld” of television, film, and music will be analyzed in detail. Students evaluate Canada’s strengths and weaknesses as a player in the global economy and in the light of various trade agreements such as NAFTA and MAI. Canada’s Charter of Rights and Freedoms and its connection to contemporary and future social change will be explored and assessed.</p>
	City Life (Advanced Level)	<p>As a result of their magnetic attraction, cities concentrate people, money and power so that now three out of four North Americans live within their confines. What began as the natural growth of settlements around agriculture evolved into regional market towns that have now been further transformed into spaces where millions live and struggle and work and</p>

Year and Semester	Course Title	Calendar Course Description
		<p>play. The city intensifies our focus, making possible both the best and the worst of human activity. The best health care, the most vital and competitive markets, the greatest diversity of human culture and the most sophisticated knowledge in science and the arts co-exist with the most appalling corruption, crime, ignorance, violence and homelessness. This course examines how it feels to live in cities as well as how different cities afford different experiences among their citizens. As well, it explores how the city is both a response to, and an actor in, fundamental economic and political factors that can have a global reach. Sociological theory provides students with a solid foundation in university-level sociology as well as a perspective from which to view the theme of the city and the issues it raises, such as culture, class, stratification, race, ethnicity, gender and deviance.</p>
	<p>Communications, Technology and Culture</p>	<p>By adopting an interdisciplinary approach that draws upon resources from literature, philosophy, sociology, and media studies, this course examines the interdependence of communications, technology and culture. Integrating practical lab assignments with theory, students will reflect on the ways in which the new media is changing how we view the world and see ourselves.</p>
	<p>Composition and Literature</p>	<p>This course introduces students to some of the major themes of literature through the three genres: fiction, poetry, and drama. Students read and analyze some of the classics of these literary forms. Through reading and discussion, students develop an understanding of literature's relationship to history, society, and</p>

Year and Semester	Course Title	Calendar Course Description
		<p>philosophy. The course reinforces students' academic writing skills, with an emphasis on exposition, analysis, and argumentation, and develops critical reading and thinking skills through analyzing various forms of literature. Emphasis will be placed on writing clearly and correctly in order to express students' understanding of the themes and structures of the required readings for the course. This understanding will frequently be related to the students' other courses and field of study.</p>
	<p>Contemporary Narrative (Advanced Level)</p>	<p>This course investigates our intense relationship with narrative. Our fascination with narrative points to the desire to find meaning in the sometimes chaotic realm of real world experience. Using a number of theoretical perspectives, this course examines a variety of contemporary texts whose compelling nature has found a wide audience. Students explore texts by authors such as Atwood, Richler, Ondaatje, Byatt, Barker, de Bernieres, McEwan, Coetzee, De Lillo, Roth, Morrison, and McCarthy.</p>
	<p>The Corporation and Society</p>	<p>Traditionally, corporations have been permitted to operate free from the moral and social obligations imposed on other institutions. The maximization of profits for shareholders has long been seen as the only appropriate object for corporations. Recently, however, this view has been challenged. A growing movement insists that corporations ought to subordinate the pursuit of profit to the fulfilment of social responsibilities. This course explores how socially responsible corporations should conduct their business affairs. The course begins by laying out the general principles of corporate social</p>

Year and Semester	Course Title	Calendar Course Description
		<p>responsibility, while identifying the parties, known as stakeholders, whose interests corporations ought to heed. Afterwards, the course proceeds through each of the stakeholders, analyzing the particular challenges each pose to the socially responsible corporation. At the end of the course, a framework for the comprehensive social evaluation of corporations is developed in the form of a social audit.</p>
	<p>Desire and Discontent (Advanced Level)</p>	<p>Much has been written, thought, and said about the cycles of human yearning and our subjugation to endless, often fleeting desires that, even when fulfilled, leave a residue of discontent. Our relentless search for a rich life can leave us dissatisfied with our jobs, our partners, and our lives as a whole, and so we are constantly on the lookout for something new, something other than what we have. Focusing on our experiences of passion, acquisitiveness, success, happiness, shame, guilt, regret, boredom and anger, this course examines the role which desire and discontent play in motivating human behaviour and shaping personality.</p>
	<p>Developmental Psychology</p>	<p>This course is designed to introduce students to theory, methodology and research findings in the field of life-span developmental psychology. Students will explore human development from conception to death, focusing on biological, cognitive and emotional processes.</p>
	<p>Ethics & Moral Theory</p>	<p>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,</p>

Year and Semester	Course Title	Calendar Course Description
		<p>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. Our focus will be on contemporary issues 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. Moral theories are discussed to ensure students can thoughtfully engage the issues, but the emphasis will be on resolving practical dilemmas.</p>
	<p>Film Survey and Analysis</p>	<p>This is an introductory survey of the cinema as 20th century art. The course will analyze the basic elements of movies – shots, angles, camera movement, editing and composition – and explore the language of film through viewing and discussion of notable examples of movies from various decades. Students will examine film theories to help understand the meaning of films. Several genres will be studied both for the images of society they project, and to understand their influence on current cinema. The course will also examine examples of propaganda and documentary, and the way in which contemporary, popular cinema can deal with ideologically oppressed groups.</p>
	<p>Good and Evil</p>	<p>Do good and evil really exist? In the early years of this century, we have been exposed increasingly to the idea that there are still indisputable evils in the world – terrorism, war, ethnic violence, and the destruction of the</p>

Year and Semester	Course Title	Calendar Course Description
		<p>environment, just to name a few. But does it still make sense to talk about good and evil, or are these concepts too simplistic, especially when applied to complex social, political, and economic issues? Even if we think the terms still have meaning, are we as human beings responsible for the good and evil carried out in the world? Such questions have ancient roots. With this in mind, we will explore conceptions of good and evil selected from various philosophical and religions traditions. We will also apply the different perspectives we examine to modern ethical and political problems. The aim of this course will be to encourage students to think critically about what it means to be a responsible human being and a citizen of the world in the 21st century.</p>
	<p>The Good Life: A Philosophic Investigation</p>	<p>In the pursuit of the good life, individuals have worked slavishly and fought cruelly. They have built nations, created masterpieces, forfeited fortunes, waged wars, and sacrificed their own and their loved ones' lives. For many, the good life brings to mind exotic locales, expensive toys, and a life devoted to pleasurable self-indulgence. For others, the answer lies in simplicity—a life unencumbered by the stress and strain of competing for ever more consumer goods and devoted to tranquillity. What is it about this ideal that fuels our imagination and inspires us to act? What is the source of this ideal? And what are the implications of adopting a version of the good life as our own? This course introduces key works in the history of philosophy as they examine the ideal of the good life. Drawing on the works of Plato, Aristotle, Epicurus, Seneca, Augustine, Montaigne, Rousseau, Smith, Marx, and Nietzsche, students</p>

Year and Semester	Course Title	Calendar Course Description
		are challenged to think critically about how money, knowledge, love, spirituality, happiness, and justice both create and undermine our image of the good life.
	How is Society Possible? Conflict, Cooperation and Social Theory (Advanced Level)	What constitutes the social glue that binds individuals together to form a society? How is conflict accommodated and sufficient cooperation encouraged to ensure continuity? How is society best organized? Looking at issues such as the concept of human nature, the dynamics of group behaviour, the development of social institution, the distribution of scarce resources, and the notions of power and punishment, students reflect on these questions in a critical and theoretically informed manner. Through the study of the works of Marx, Durkheim, Weber, Mead, Parsons, Mills, Goffman, Habermas, Foucault, and Bourdieu, this course explores competing social theories.
	Human Security and World Disorder	A survey of 20 th century history reveals two disparate trends in world politics. States, nations and individuals increasingly seem willing to abandon public goods in order to ensure a sense of security. Yet, even as such fundamental values as equality, liberty, and justice are bargained away in return for peace and stability, the world seems to slip further into a state of disorder – a state in which the conditions for the possibility of security are undermined. Is public fear of lawlessness well founded? How can real security be achieved? What are citizens willing to surrender in order to meet this objective? At what cost? Examining such issues as the changing relationship between states and corporations, the creation of a world court and legislature,

Year and Semester	Course Title	Calendar Course Description
		contemporary warfare, and the rise of the personal security industry, in this course students address these questions as they analyze works in political theory by such authors as Hobbes, Machiavelli, Rousseau, Hegel, Nietzsche and Arendt.
	The Influence of Mass Media on Canadian Society	This course investigates the impact of mass media on Canadian culture. The relationship between the messages transmitted through mass communication and politics, corporate interests, human behaviour and the individual will be covered through readings, discussions and analysis of current, national examples. Comparisons between the role of mass media on Canadian and American soil as well as in European and developing cultures will also be considered.
	Introduction to Environmental Studies	Each of us is part of various environments and form relationships with nature every day of our lives such that our memories, identities and knowledge are wrapped up in how we understand nature and our links to environments. Environmental studies is fundamentally an attempt to integrate understandings of the natural world with knowledge about the social (or human) world. How we form connections among ourselves and with nature, what values underlie our understandings of nature, and how we can improve the environment are all questions worthy of exploration in this context. This introductory course to environmental studies will challenge students to investigate these questions through the themes of social justice, technology, sustainability, activism, and ethics. The overall purpose of this course is to develop greater knowledge and critical awareness about the complex

Year and Semester	Course Title	Calendar Course Description
		relationships between natural environments and people. We will do this by actively engaging with the lecture materials, readings, tutorial discussions and case studies and by relating these ideas to our daily lives and our future hopes.
	Introduction to Politics	Politics is the study of the ideas and institutions that underlie the distribution of power in any human society. An introduction to politics focuses on political theories about the best form of government, the limits (if any) placed on government, and the rights of citizens. The study of politics also includes an understanding of the basic political institutions that compose one's own society. Additionally, the study of politics compares different forms of government (totalitarian, communist, democratic, authoritarian, etc.) and the ideologies on which they are based. The comparison of different types of governmental systems is also concerned with how political change occurs, i.e. revolution vs. reform, and the definition and causes of terrorism. An introduction to politics would not be complete without consideration of international relations. To this end, the rules and institutions that regulate politics amongst nations and effectiveness of international political institutions will be considered.
	Introduction to Psychology	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.
	Introduction to Sociology	In a dynamic society, it is important for everyone to understand the social forces, cultural values, and ideological

Year and Semester	Course Title	Calendar Course Description
		<p>beliefs that frame and shape their behaviour and the pace and direction of change. Sociology, as the scientific study of collective human life, attempts to understand why people think, function and behave the way they do. This course examines the classical sociological theories of Marx, Durkheim, and Weber, in addition to more 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, as well as gender, age, and class, in shaping who we are both as individuals and as members of a social group.</p>
	<p>Knowing and Believing: Epistemology</p>	<p>Not only does the theoretical investigation of knowledge – epistemology – occupy one of the main branches of philosophical study, but as Louis Pojman has ventured, it is also arguably “the central subject in philosophy...basic to virtually everything else”. Epistemologists have wrestled with such age-old questions as: What is the difference between knowledge and opinion? How do I know the external world? What counts as adequate justification for my beliefs? And what, if anything, can I know for certain?</p> <p>But while the approach to such questions has grown increasingly refined in the Anglo-American world since the early part of the 20th century, challenges from feminist and other post-colonial writers have been gaining momentum in recent times, threatening the “epistemological project” as it has traditionally been conceived. These challengers have insisted on new questions such as: What is the relationship between knowledge and power? What political</p>

Year and Semester	Course Title	Calendar Course Description
		<p>interests underlie the quest for objectivity? And is the sex of the knower epistemologically significant?</p> <p>These and other such questions will be examined throughout the course, as we navigate a path through the history of epistemology – from a brief survey of its Ancient origins and Early Modern rebirth, to a more sustained investigation of its present-day concerns and outlook for the future.</p>
	Leadership	<p>Leaders surround us – we find them in the political arena, the military, families, and the workplace. The quality of our lives depends on how well our leaders perform. This course explores what it means to be an effective leader. Using both classical and contemporary writings, the course examines the psychological, moral, and socially acquired characteristics of leaders. We will consider the tasks and challenges leaders face, such as initiating change, motivating people, formulating strategy, communications, decision-making, negotiations, and crisis management. The course ends with a case study of a famous leader.</p>
	Love Stories	<p>A young man and woman sit next to each other in a garden, reading a love story. They look up from the page, their eyes meet, and ... “we read no more in the book that day,” the young woman later tells the poet Dante, who records their story in the <i>Divine Comedy</i>. Francesca and Paolo were condemned to hell for their adulterous affair, but they were not the first couple, nor the last, to be seduced by tales of sex, love and romance. In this course, we will enjoy stories of passion, obsession, perversity, sexual games and romantic transgression. From a proper English drawing room to a decidedly improper transsexual</p>

Year and Semester	Course Title	Calendar Course Description
		cabaret, from a sultan's bedchamber to a New Jersey funeral parlour, we'll meet some famous lovers and some infamous ones. We'll contemplate the diverse and sometimes ambiguous nature of passion, delve into the joys and pains of romance, and consider the connections between love, desire and storytelling.
	Money, Markets and Democracy	Over the past two-and-a-half decades, capital markets have markedly grown in influence, increasingly taking over from governments and banks the tasks of financing economic activity and serving the public's saving and retirement needs. After introducing students to the operational and regulatory framework of the currency, bond, equity, mutual/hedge funds, and derivative markets, the course poses the question: Do these markets, on balance, negatively or positively influence the social structure, economy, and politics of nations? In assessing this issue, the course surveys the debate surrounding theories of capital market efficiency and rationality, the history of recurring financial bubble and crash sequences, social justice issues raised by investment in morally suspect industries and emerging economies, the constraints imposed by the markets on governments' ability to manage their economies, the tension between democratic governance and central banking, the spread of an equity culture, and proposals for a new international financial architecture. Essentially, this course stresses the institutional details of capital markets, while placing them within their socio-economic and political contexts.
	Philosophy of Law	The law is both the source of our admiration and often our disappointment. While we increasingly

Year and Semester	Course Title	Calendar Course Description
		<p>turn to the law to adjudicate disputes that arise in our public and private lives, we are, from time to time, surprised at its failure to mete out justice. What is it that we expect from the law? Why do we look to the law to govern not only our actions but also our beliefs and ideas? Adopting an interdisciplinary approach, this course provides students with an opportunity to address these issues as they are introduced to key concepts and theories in the philosophy of law through the reading of literary works including <i>Antigone</i>, <i>Crime and Punishment</i>, <i>The Outsider</i>, and <i>The Trial</i>.</p>
	Power	<p>Power. It is something that most of us strive for but few of us obtain. Why do we desire power? Why is it, that for many, power is allusive? In order to address these questions, it is first necessary to ask: What is power? How is power acquired? How is power maintained? In this course, we will examine the answers to these questions provided by some of the central figures in the history of political theory. In so doing, we will investigate underlying issues concerning the relation between ethics and politics, the notion of good government, the qualities of leaders, the rationality of the use of violence, the importance of property, and the relation between power and truth. Students will be asked to employ the theories and concepts studied in the analysis of issues in contemporary society.</p>
	Power 2: The Question of Legitimation (Advanced Level)	<p>When historians in the future stand back and reflect upon the 20th century, they will no doubt see it as a time period marked by violence. That this will be the legacy of this century is surprising, for as the philosopher Hannah Arendt noted, "All great</p>

Year and Semester	Course Title	Calendar Course Description
		<p>nineteenth-century thinkers were convinced that the next century would be the one of progress and reason. And yet, from Auschwitz to the Gulag, the barbarians ruled.” Why was this the case? Why, when the world had become smaller and we had mastered a vast array of technology, did we so vehemently turn against each other? And what will be the repercussions of this violence and its increasing acceptance as we enter the 21st century?</p> <p>This course attempts to address these issues focusing on the problem of legitimation. In a time in which violence infiltrates our public and private lives, it is important to question when and under what circumstances, if any, violence can legitimately be employed. However, before addressing these issues, it is first necessary to examine the meaning of the term violence, to look at the conditions which give rise to violent action and to examine the variety of contexts in which violence flourished in the 20th century. Students will be challenged to reflect on these issues, considering how they inform not only our past but also our future.</p>
	Social Psychology	<p>Social Psychology is an extremely diverse field that generally deals with people in social situations. Core topics include social behaviour such as aggression, obedience, conformity, intimate relationships, discrimination, and how groups function. They also include attitudes, social cognition, social perception, prejudice, and feelings of guilt, all of which are assumed to affect social behaviour. In addition, we will cover some applied areas, such as psychology and the law. We will also discuss basic methodological issues as they pertain</p>

Year and Semester	Course Title	Calendar Course Description
		to the above topics. Class discussion will be an integral part of the course.
	Sociology of Consumption	It's not who you know, but who you wear. Such is the advice from dedicated followers of fashion and others who might urge us to declare our identities and allegiances through the codes of consumption. The pursuit of the good life has been replaced by that of the "goods life." As the globalization process seeks to expand the market economy, this expansion requires the manufacture of desire for ever more "stuff" and an industry devoted to the creation of the false hope that just one more purchase may buy happiness. This course tackles some of the most compelling interpretations of the function of consumption. Through exposure to a variety of contemporary and classical theories, students reflect on the social patterns of consumption and how these patterns reproduce, subvert, or reformulate inequalities of class, gender, and ethnicity. In order to promote self-reflexivity about our own role in the marketplace, methods of resistance are studied and arguments for ecological constraint are considered.
	Sociology of the Everyday	Our everyday lives are taken up with a myriad of practical accomplishments, and we routinely carry out activities and conversations and patterns often without thinking about how the world is constituted and negotiated in such work. Sociology of the everyday topicalizes the ways in which we as social actors animate the world and establish its order and sensibility through our ongoing practices, while simultaneously acting as <i>if</i> the world is something outside and external to us. It makes a distinction between our orientation as everyday actors, who

Year and Semester	Course Title	Calendar Course Description
		<p>are caught up in successfully accomplishing and achieving what we need to do in the course of a day, and our orientation as social inquirers, who are interested in understanding the accomplishment of the world in and through what we routinely do and say. The readings and examples developed in this course will make vivid how we stand as both the everyday person who is immersed in the 'natural attitude' of daily life and the social inquirer who seeks to raise the question of what in such practices and talk is taken-for-granted. In this difference and tension, the 'seen but unnoticed' qualities and characteristics of everyday life can be brought into view, allowing us not only to orient to what actually occurs in our practices of living, but to what also could be. Sociology can then serve as an imaginative aid, inviting us to temporarily bracket our commonsense orientations in the interest of reflective understanding.</p>
	Sociology of Technology	<p>This course examines the complex implications of the increasing importance of technology in our lives. Is the Internet changing the way we think about ourselves? Will personal computers and artificial intelligence change how we understand the human mind? How will biotechnology affect the most intimate aspects of our lives, such as the food we eat and the way we reproduce? Do we all share equally in the benefits of technology, or do some of us gain more from technological advances than others? Students examine the twin myths of technology: how technology is thought to be the key to all our hopes, on the one hand, and a kind of hazardous force that we must control lest it control us, on the other.</p>

Year and Semester	Course Title	Calendar Course Description
	Theories of Beauty (Advanced Level)	<p>We are bombarded with images and ideas of the beautiful, frequently in (a corporate environment) the context of someone trying to sell us something. We assume that we know what the beautiful is, even though our notions of beauty are constantly challenged and clearly undergo frequent change. Not often do we reflect on the theories that lie behind these images and think through our own presuppositions about beauty, art and culture. This course provides an introduction to key concepts and issues in aesthetics. Drawing on resources from literature, fine art, music, film and architecture, students reflect on the significance of art in our lives as individuals and the role it plays in the social order as they investigate mimetic, cathartic, expressionistic, hermeneutic, and post-modern theories of art.</p>

6.3.3 Academic Course Schedule Information

6.3.3.1 Program Hours/Credit Conversion Justification

1.	Does the program include laboratory components? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.	If “yes”, will the calculation of program breadth be based on a conversion of all program hours into program credits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.	If “yes”, complete Table 6.3.3.1. If “no”, proceed to Appendix 6.4.2

Table 6.3.3.1

The applied nature of study of this applied arts program requires that additional tutorials and labs be added to courses such as statistics as well as courses in the applied stream such as Counselling Skills. This form of delivery for these types of courses is consistent with the Bachelor of Arts degree in Sociology offered at the University of Toronto.

	Contact Hours	Credit Equivalency
Courses (core and breadth)	3-5 hours per week	3
Laboratories (list all laboratories if credit equivalencies are assigned differently)		No addition credit will be given for practical labs or tutorials.
<p>Justification: Provide the following information as evidence to show that the conversion of laboratory hours to program credits is consistent with Ontario postsecondary educational credit standards for training in the subject/field.</p> <p>Institution: University of Toronto Program comparison: Bachelor of Arts (Sociology) Number of credits assigned to number of course hours: .5 or 1 depending upon whether it is a one semester or a full year course (2- 3 hours lecture per week) Number of credits assigned to number of laboratory hours: No additional credits assigned to tutorials or practical work in labs. For example, courses with 2 or 3 hours lecture and 1 hour lab are assigned .5 credits for a one semester course or 1 credit for a full-year course as are courses with 2 or 3 hours lecture and 1 hour tutorial.</p>		

6.3.3.2 Academic Course Schedule

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Year One							
Semester 1	Introduction to the Canadian Criminal Justice System	3			None	Riyaz Hussein	Ph.D. candidate
	The History of the Canadian Correctional Institution	3			None	Don Cooley Angela Beecher-Beekhoo	M.A. (criminology) M.A. (criminology)
	Human Rights and Diversity	3			None	Sandra Nesbitt	M.Sc.
	Interpersonal Skills & Group Dynamics	3			None	Michele Choma	M.S.W.
	Introduction to Sociology		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Semester 2	Introduction to Criminology	3			None	Frank Trovato Angela Beecher-Beekhoo	Ph.D. candidate M.A. (criminology)
	Community Corrections	3			None	Lisa-Ann Wynter Angela Beecher-Beekhoo	M.A. M.A. (criminology)
	Criminal Law and Procedure	3			None	Scott White	Ph.D. (criminology)
	Counselling: Theory and Practice	3			Pre-Req: Interpersonal Skills	Michele Choma	M.S.W.
	Introduction to Psychology		3		None	See summary of breadth electives included in	See summary of breadth electives

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						original application.	included in original application.
Year Two							
Semester 3	Contemporary Policing	3			None	Frank Trovato	Ph.D. candidate
	Victims in the Criminal Justice System	3			Pre-Req: Introduction to Criminology	To be hired	Ph.D. (criminology, criminal justice, sociology, social work)
	Conflict Management	3			None	To be hired	Ph.D. (criminology, criminal justice, sociology, psychology, social work)
	Youth and Crime	3			None	Angela Beecher-Beekhoe Arthur Lockhart	M.A. (criminology) M.A.
	Ethics & Moral Theory		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Semester 4	Social Problems and the Criminal Justice System	3			None	Frank Trovato	Ph.D. candidate
	Case Management in Correctional Services	3			Pre-Req: Community Corrections Counselling: Theory & Practice	Jeanine Webber	Ph.D. candidate (social work)
	Statistics			3	None	Svitlana Kyrychenko Alexei Gohkman Mohammed Hussain Gerard Leung	Ph.D. (math & physics) Ph.D. (math) M.A. (applied math – statistics) Master of Mathematics

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Midori Kobayashi	(statistics) M.S. (mathematics)
	First Nations Peoples and the Criminal Justice System	3			Introduction to the Criminal Justice System Human Rights and Diversity	Bryan Cummins	Ph.D. (anthropology)
	Social Psychology		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Year Three							
Semester 5	Research Methods			3	Pre-Req: Statistics	Dan Andrae Agnes Kopinska Narine Grigoryan Arthur Younger	Ph.D. (adult education) Ph.D. Ph.D. in progress Ph.D. in progress
	Psychology of Criminal Conduct	3			Pre-Req: 30 credits from Years 1 and 2, including Introduction to Criminology	Robin Wilson Tania Stirpe	Ph.D. (psychology) Ph.D. (psychology)
	Gender in the Criminal Justice System	3			30 credits from Years 1 and 2	Charlene Marshall	M.S.W.
	Sociological Theories of Crime	3			Pre-Req: 30 credits from Years 1 and 2, including Introduction to Criminology	To be hired	Ph.D. (criminology, criminal justice, sociology)
	Breadth Elective		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
							application.
Semester 6	Institutional Culture	3			30 credits from Years 1 and 2	Lisa-Ann Wynter Angela Beecher-Beekhoo	M.A. M.A. (criminology)
	Addictions and Impulse Control	3			30 credits from Years 1 and 2	Robin Wilson Tania Stirpe	Ph.D. (psychology) Ph.D. (psychology)
	Comparative Corrections	3			30 credits from Years 1 and 2	To be hired	Ph.D. (criminology, criminal justice, sociology)
	Canadian Courts – Evolving through the Charter	3			30 credits from Years 1 and 2 including Introduction to the Criminal Justice System	To be determined	LL.M., M.A. (criminology, sociology, criminal justice or Corrections)
	Breadth Elective		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Year Four							
Semester 7	Restorative Justice	3			Pre-Req: 30 credits from Years 1 and 2, including Conflict Management	Arthur Lockhart	M.A.
	A Foundation of Law – How Case Law Reflects Canadian Core Values	3			30 credits from Years 1 and 2, including Criminal Law and Procedure	To be determined	LL.M., M.A. (criminology, criminal justice)
	Clinical Criminology	3			Pre-Req: 30 credits from Years 1 and 2, including Introduction to Criminology	Robin Wilson Tania Stirpe	Ph.D. (psychology) Ph.D. (psychology)

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	Management in the Criminal Justice System	3			Pre-Req: 30 credits from Years 1 and 2 including: History of the Canadian Correctional System Community Corrections	To be hired	Ph.D. (criminology, criminal justice, sociology)
	Breadth Elective		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Semester 8	Special Topics in Criminal Justice	3			Pre-Req: 30 credits from Years 1 and 2, including Introduction to Criminology	To be hired	Ph.D. (criminology, criminal justice, sociology)
	Criminal Justice Research Project	3			Pre-Req: All courses up to and including Semester 7	Frank Trovato	Ph.D. candidate
	Social Policy Issues and the Criminal Justice System	3			Pre-Req: 30 credits from years 1 and 2	Don Evans	B.A., B.S.W. (see exception statement in original application)
	Crime Prevention	3			Pre-Req: Introduction to Criminology Community Corrections Conflict Management Social Problems and the Criminal Justice System Youth Crime Research Methods Psychology of Criminal Conduct Impulse Control	Henri Bérubé	M.Sc.

Year and Semester	Course Title	Total DW Course Credit Hours	Total DO Course Credit Hours	Total DL Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					Hate Crime & Terrorism		
	Breadth Elective		3		See summary of breadth electives included in original application.	See summary of breadth electives included in original application.	See summary of breadth electives included in original application.
Subtotal Course Credits		90	24	6			
Total Program Credits		120					
Calculate the % of program offered in DO and DL courses		25%			Must be at least 20% of total program		
Calculate the % of the breadth courses offered in DO courses		80%			Must be at least 75% of total DO and DL courses		
Calculate the % of the breadth courses offered in DL courses		20%			Must not be greater than 25% of the total DO and DL courses		

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Breadth Electives							
	Academic Writing and Critical Reasoning		3		None	David Wallace James MacDonald	Ph.D. (English) M.A. (English)
	Astronomy: Discovering our Place in the Universe		3		None	Tom Olien Tatiana Ouarova	Ph.D. (Biophysics) M.SC. (Astronomy)
	Betrayal in Contemporary Fiction		3		None	Mary Ellen Kappler	Ph.D. (English)
	Brainstorm		3		None	John Elias Chris Irwin Doug Wright Mary Takacs Alexa Lee	Ph.D. (Social & Political Thought) in progress Ph.D., (Social & Political Thought) Ph.D. (Philosophy) Ph.D. (Philosophy) Ph.D. (Philosophy)
	Breakthroughs of 20 th Century Science		3		None	Tom Olien Tatiana Ouarova	Ph.D. (Biophysics) M.SC., (Astronomy)
	Business and Politics		3		Successful completion of at least two lower level breadth courses or letter of permission.	George Bragues	Ph.D. (Political Theory)
	Canadian Studies		3		None	Greg Narbey	Ph.D. (Political Science) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	City Life		3			Danita Kagan Mark Ihnat Kate Anderson Saeed Hydaralli Mark Lede	Ph.D. (Sociology) Ph.D. (Sociology) in progress Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	Communications, Technology and Culture		3		None	To be recruited.	Ph.D. (Communication)
	The Corporation & Society		3		None	Georges Bragues	Ph.D. (Political Theory)
	Desire and Discontent		3		Successful completion of at least two lower level breadth courses or letter of permission.	Wendy O'Brien-Ewara	Ph.D. (Philosophy) in progress
	Developmental Psychology		3		None	Ann Wainwright Rena Borovilos Agnes Kopinska Jean Choi Dara Ogus	Ph.D. (Psychology) M.A. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology)
	Ethics and Moral Theory		3		None	Mary Takacs Doug Wright	Ph.D. (Philosophy) Ph.D. (Philosophy)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Chris Irwin	Ph.D. (Social and Political Thought)
	Film Survey and Analysis		3		None	To be recruited	Ph.D.
	Good and Evil		3		None	Chris Irwin	Ph.D. (Social and Political Thought)
	The Good Life: A Philosophic Investigation		3		None	Georges Bragues Doug Wright	Ph.D. (Political Theory) Ph.D. (Philosophy)
	How is Society Possible? Conflict, Cooperation & Social Theory		3		Successful completion of at least two lower level breadth courses or letter of permission.	George Bragues Wendy O'Brien-Ewara	Ph.D. (Political Theory) Ph.D. (Philosophy) in progress
	Human Security and World Disorder		3		None	Chris Irwin Wendy O'Brien-Ewara Georges Bragues	Ph.D. (Social and Political Thought) Ph.D. (Philosophy) in progress Ph.D. (Political Theory)
	The Influence of Mass Media on Canadian Society		3		None	Mark Ihnat	Ph.D. in progress
	Introduction to Environmental Studies		3		None	To be recruited	Ph.D.
	Introduction to Politics		3		None	Chris Irwin Greg Narbey	Ph.D. (Social and Political Thought) Ph.D. (Political Science) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						George Bragues Aileen Cowen	Ph.D. (Political Theory) M.A.(Political Science)
	Introduction to Psychology		3		None	Ann Wainwright Rena Borovilos Agnes Kopinska Jean Choi Dara Ogus	Ph.D. (developmental process psychology) M.A. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology)
	Introduction to Sociology		3		None	Danita Kagan Kate Anderson Angela Aujla Naomi Couto William Walcott Mark Ihnat Saeed Hydaralli	Ph.D. (Sociology) Ph.D. (Sociology) Ph.D. (Sociology) in progress Ph.D. (Sociology) Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	Knowing and Believing: Epistemology		3		None	Doug Wright Mary Takacs	Ph.D. (Philosophy) Ph.D. (Philosophy)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Ian Gerrie Melanie Chaparian	Ph.D. (Philosophy) M.A. (Philosophy)
	Leadership		3		None	Georges Bragues	Ph.D. (Political Theory)
	Love Stories		3		None	Mary Ellen Kappler	Ph.D. (English)
	Money, Markets and Democracy		3		None	George Bragues Narine Grigoryan Arthur Younger	Ph.D. (Political Theory) Ph.D. in progress Ph.D. in progress
	Philosophy of Law		3		None	Wendy O'Brien-Ewara	Ph.D. (Philosophy) in progress
	Power		3		None	Wendy O'Brien-Ewara George Bragues Chris Irwin Paul Corey John Elias	Ph.D. (Philosophy) in progress Ph.D. (Political Theory) Ph.D. (Social and Political Thought) Ph.D. (Philosophy) Ph.D. in progress
	Power 2: The Question of Legitimation		3		None	Wendy O'Brien-Ewara George Bragues John Elias	Ph.D. (Philosophy) in progress Ph.D. (Political Theory) Ph.D. in progress
	Research Methods		3		Statistics	Dan Andreae Agnes Kopinska	Ph.D. (adult education) Ph.D.

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Narine Grigoryan Arthur Younger	Ph.D. in progress Ph.D. in progress
	Social Psychology		3		None	Rena Borovilos	M.A. (Psychology)
	Sociology of Consumption		3		None	Danita Kagan Angela Aujla Naomi Couto Mark Ilnat Saeed Hydaralli	Ph.D. (Sociology) Ph.D. (Sociology) in progress Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	Sociology of the Everyday		3		None	Kate Anderson	Ph.D. (Sociology)
	Sociology of Technology		3		None	Danita Kagan Naomi Couto	Ph.D. (Sociology) Ph.D. (Sociology)
	Statistics		3		None	Scitlana Kyrychenko Alexei Gohkman Mohammed Hussain Gerard Leung	Ph.D. (math and physics) Ph.D. (Math) M.A. (Applied Math – Statistics) Master of Mathematics (Statistics)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Midori Kobayashi	M.S. (Mathematics)
	Theories of Beauty		3		Successful completion of at least two lower level breadth courses or letter of permission.	Wendy O'Brien-Ewara Doug Wright Mary Takacs	Ph.D. (Philosophy) in progress Ph.D. (Philosophy) Ph.D. (Philosophy)

6.3.3.3 Identification of Previously Assessed Subjects

Subject Title	Type	Previously Assessed	Consent Program
Introduction to the Canadian Criminal Justice System	DW	No	
The History of the Canadian Correctional System	DW	No	
Human Rights and Diversity	DW	No	
Interpersonal Skills & Group Dynamics	DW	No	
Introduction to Criminology	DW	No	
Community Corrections	DW	No	
Criminal Law and Procedure	DW	No	
Counselling: Theory and Practice	DW	No	
Contemporary Policing	DW	No	
Victims in the Criminal Justice System	DW	No	
Conflict Management	DW	No	
Youth and Crime	DW	No	
Social Problems and the Criminal Justice System	DW	No	
Case Management in Correctional Services	DW	No	
Statistics	DL	Yes ¹	B.A.A. Paralegal Studies
First Nations Peoples and the Criminal Justice System	DW	No	
Research Methods	DL	Yes	B.A.B. Creative Advertising
Psychology of Criminal Conduct	DW	No	
Gender in the Criminal Justice System	DW	No	
Sociological Theories of Crime	DW	No	
Institutional Culture	DW	No	
Addictions and Impulse Control	DW	No	
Comparative Corrections	DW	No	
Canadian Courts – Evolving Through the Charter	DW	No	
Restorative Justice	DW	No	
A foundation of Law – How	DW	No	

Subject Title	Type	Previously Assessed	Consent Program
Case Law Reflects Canadian Core Values			
Clinical Criminology	DW	No	
Management in the Criminal Justice System	DW	No	
Special Topics in Criminal Justice	DW	No	
Criminal Justice Research Project	DW	No	
Social Policy Issues and the Criminal Justice System	DW	No	
Crime Prevention	DW	No	
Breadth Courses			
Academic Writing and Critical Reasoning	DO	Yes	B.A.B. Tourism Management
Astronomy: Discovering our Place in the Universe	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Betrayal in Contemporary Fiction	DO	Yes ²	B.A.A. Creative Advertising
Brainstorm	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Breakthroughs in 20 th Century Science	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Business & Politics	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Canadian Studies	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
City Life	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Communications, Technology and Culture	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
The Corporation and Society	DO	Yes	B.A.B. Human Resources Management
Desire and Discontent	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Developmental Psychology	DO	Yes	B.A.A. Creative Advertising
Ethics and Moral Theory	DO	Yes	B.A.T. Industrial Design, B.A.A. Creative Advertising
Film Survey and Analysis	DO	Yes	Pilot project submissions,

Subject Title	Type	Previously Assessed	Consent Program
			B.A.A. Creative Advertising
Foundations of Literature and Composition	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Good and Evil	DO	No	
The Good Life: A Philosophic Investigation	DO	Yes	B.A.A. Creative Advertising
How is Society Possible? Conflict, Cooperation and Social Theory	DO	Yes	B.A.A. Creative Advertising
Human Security and World Disorder	DO	Yes ²	4 pilot project submissions, B.A.A. Creative Advertising
The Influence of Mass Media on Canadian Society	DO	Yes	B.A.A. Creative Advertising
Introduction to Environmental Studies	DO	Yes	B.A.B. Human Resources Management
Introduction to Politics	DO	Yes	B.A.A. Creative Advertising
Introduction to Psychology	DO	Yes ²	B.A.A. Creative Advertising
Introduction to Sociology	DO	Yes ²	B.A.A. Creative Advertising
Knowing and Believing: Epistemology	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Leadership	DO	Yes	B.A.B. Tourism Management
Love Stories	DO	No	
Money, Markets and Democracy	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Philosophy of Law	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Power	DO	Yes	B.A.A. Creative Advertising
Power 2: The Question of Legitimation	DO	Yes	B.A.A. Creative Advertising
Research Methods	DO	Yes	B.A.B. Creative Advertising
Social Psychology	DO	Yes	B.A.A. Creative Advertising
Sociology of Consumption	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Sociology of the Everyday	DO	Yes	B.A.B. (e-Business) Consent Renewal
Sociology of Technology	DO	Yes	B.A.A. Creative Advertising
Theories of Beauty	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising

Notes:

¹The outlines for these courses may have been updated as part of the normal review of relevant and current topics as well as upgrades to text books and other resource materials. There have been no significant additions or changes to the content or method of delivery.

²These courses have also been reviewed by the joint curriculum committee of Humber and the University of Guelph, the Board of Undergraduate Studies at the University of Guelph and the University of Guelph Senate and deemed to be baccalaureate-level courses for degrees offered through the University of Guelph-Humber.

6.5 Work Experience Required for Degree Completion

6.5.1 Program Structure Requirement

Year	September	January	April
	Semester 1	Semester 2	Semester 3
Year One	On-campus studies	On-campus studies	Vacation
Year Two	On-campus studies	On-campus studies	Eight week full-time work term
Year Three	On-campus studies	On-campus studies	Eight week full-time work term
Year Four	On-campus studies	On-campus studies	GRADUATION

Full-time work term = 2 work terms of 8 consecutive weeks each

Humber wishes to seek approval to offer unpaid work placements for this degree program. Students in this program are likely to find placements in federal or provincial correctional institutions or probation and parole offices or in small community justice organizations. In the first scenarios, the limitations imposed by the unionized environments preclude offering paid placements. In the second, the community agencies are generally not-for profit and do not typically have the budget to support students for a paid placement. The need for unpaid placements was reinforced on the survey of employers conducted by Humber's Planning and Development Department. On that survey, the 79% of employers who indicated they would be willing to provide a work placement all indicated they could provide an unpaid placement. Not one employer indicated they would be able to provide a paid placement.

In view of the fact that work placements will be unpaid, Humber proposes to offer two placements of 8 weeks each. There are two reasons for this. First, it ensures that students will receive experience in both institutional and community settings. Humber will require students to complete one of the eight-week blocks in a community setting and the other in an institutional setting. Second, it allows students the opportunity to seek paid employment for part of the term in order to help them offset the costs of their education. Humber believes it is unfair to ask students to spend their entire summer semester, which is typically used to earn money for the next year, in an unpaid placement.

Note: Should this proposal to offer two 8-week placements instead of one 14-week placement not meet with the Board's approval, Humber would instead schedule one 14-week placement between Years 3 and 4 (Semester 3, April, of year 3 on the table above).

6.5.2 Support for Work Experience

Students will participate in two mandatory work terms of 8 weeks of professional experience each. Students will be able to select from a wide variety of opportunities in correctional institutions, probation and parole offices, community justice organizations, Canada Border Services or immigration offices.

Humber has a history of successfully finding quality work placements for students in related diploma programs. We fully expect that many of the employers who have provided placements in the past will provide opportunities for degree students. In addition, 22 employers surveyed as part of our market research have indicated an interest in accepting a student for a paid/unpaid work placement.

Criminal Justice Degree Field Placement Support

In order to ensure that the field placement is a positive experience for the student, it is important that there be a three-way partnership between Humber, the placement agency and the student. It is acknowledged that the student will be supported throughout the work placement experience. The support is provided in the following forms:

- Students participate in a mandatory, non-credit workshop to prepare them for their work placement.
- A field placement coordinator is assigned to the program to find appropriate placements and to match the students with a placement.
- Students are required to be a part of a placement seminar course which operates at the same time as the placement. The student attends a bi-weekly seminar to discuss issues regarding placement. The placement supervisor ensures that the student is progressing and that the placement is providing the student with a positive learning experience.
- The Agency Field Supervisor is the person employed with the field placement agency. It is this person's responsibility to provide direct supervision to the student including regular feedback, interim and final evaluations.

The responsibilities of each of the three parties are detailed as follows:

RESPONSIBILITIES OF FIELD PLACEMENT COORDINATORS (representing Humber College):

1. To assess criminal justice services and agencies as possible field placement sites.
2. To maintain a database of up-to-date information concerning field placement sites, where students are placed, emergency contact information, and any other information relevant to the Agency, Field Placement Supervisors, to the Program Coordinator, to the Seminar Instructors, and to the students.
3. To be available to all Seminar Instructors for consultation with regard to student issues and concerns in placement.
4. To participate in any meetings and process in the event of a placement breakdown.
5. To establish a regular means of communicating with Agency Field Supervisors concerning agency requirements and developments.

6. To assist all students who are eligible for entry to Field Practice, in locating and being placed in agencies that are appropriate to and compatible with their level of ability, maturity, and interests.
7. To advise all students entering placement of any medical screening, inoculation and criminal record check requirements.
8. To advise the Program Coordinator of any issues affecting students or Agency Field Supervisors that may require a due diligence response.
9. To regularly update the Field Placement Manual and from time to time offer professional development opportunities for Agency Field Supervisors.

RESPONSIBILITIES OF SEMINAR INSTRUCTORS (also representing Humber College):

1. To teach integrative seminar classes to students who are on placement.
2. To be available for individual student meetings as necessary for the student.
3. To provide the Field Placement Coordinator with a copy of completed data sheets within two weeks of the start of placement.
4. To notify the student and the Agency Field Placement Supervisor in the event that a student is at risk of course failure.
5. To manage student placement concerns and respond to the issues.
6. To maintain a WEB CT site for students to access materials and course documents.
7. To act as the main contact for the Agency Field Placement Supervisor while the student is on placement.
8. To contact the Agency Field Placement Supervisor within two weeks of the student starting placement.
9. To communicate with the Agency Field Placement Supervisor in order to obtain feedback concerning the student's progress in field placement.
10. To be supportive and readily available for consultation with the Agency Field Supervisors.
11. To respond to emergency situations as identified by students and/or Agency Field Supervisors by telephone, email or in person when required.
12. To communicate to the Field Placement Coordinator any concerns related to the ability of an agency or supervisor to perform their supervision responsibilities.
13. To maintain all student placement documentation in a student portfolio.
14. To ensure that student portfolios are up to date and placed in the student files upon completion of the placement.
15. To assign a grade of Satisfactory or Unsatisfactory to students for Field Placement and a mark grade for Seminar by the grades deadline at mid-term and the end of each semester.
16. To write thank you letters to each placement at the end of the placement.

RESPONSIBILITIES OF AGENCY FIELD SUPERVISORS (representing the field placement agency):

1. Prepare the agency staff for the arrival of the student.
2. Negotiate a Field Contract, in consultation with the student, at the beginning of the placement.
3. Provide the student with an initial orientation to the agency.
4. Inform the student of all agency policies and procedures, and any and all legal and professional requirements within the agency.
5. Introduce the student to other agency staff as a "professional in training" and seek their support in helping the student to learn their role and responsibilities.

6. Orient the student to the community the agency serves including its socio-economic, religious, ethnic, and cultural composition.
7. Provide graduated responsibilities and an expanded role based upon the student's performance and capabilities.
8. Offer constructive criticism, when appropriate, as well as feedback on the student's areas of strength.
9. Provide weekly supervision and review the student's progress on a regular basis.
10. Complete the student mid term progress evaluation and an evaluation at the completion of the placement.
11. Review and sign the student's timesheets.
12. Notify the Seminar Instructor immediately should a student be absent from placement and not call, or should any other unprofessional or improper conduct occur on the part of a student.
13. Promptly inform the Seminar Instructor if a student is not performing according to agency standards, if a student has been injured, or if there is a serious incident requiring a due diligence response from the College.

RESPONSIBILITIES OF STUDENTS PRIOR TO AND DURING PLACEMENT:

1. Report immediately to their Seminar Instructor and/or Field Placement Coordinator, any matters, issues, or concerns that may have a negative impact on their ability to perform professionally and competently in Field Placement.
2. Submit Timesheets and any other documentation required by the Program or the agency to their Seminar Instructors.
3. Abide by agency policies and procedures and any legal requirements at all times.
4. Conduct themselves in a professional manner, by observing appropriate boundaries and confidentiality, appropriate dress and demeanour, and respectful communications with clients, co-workers and agency supervisors, being punctual, fulfilling agency roles and responsibilities, and attending the placement as required.
5. Notify the Agency Field Supervisor and Seminar Instructor immediately of any expected absence or inability to perform required duties in placement. Make up any time lost due to absence.
6. Take direction from the Agency Field Supervisor and seek regular feedback concerning performance and any areas requiring improvement.
7. Always represent the agency in a professional manner in the community.
8. Act as a positive ambassador for the Criminal Justice Degree Program and the College while in placement.
9. Thank the agency and supervisor in person and by letter at the end of the placement.

Non Credit Workshop to Prepare Students for the Work Term

Bachelor of Applied Arts in Criminal Justice Humber Institute of Institute of Technology and Advanced Learning Year 2, Semester 4

Course Outline

Course Name:	Introduction to the Practicum Experience
Course Number:	
Pre-requisite(s):	Successful completion of first three semesters.
Co-requisite(s):	None
Course Restrictions:	-
Course Equates:	-
Credit Value:	Non-credit
Hours of Instruction:	28
% of course that will be delivered on line:	0
Minimum qualifications required to teach/supervise course:	Bachelors degree in criminology social work, community development, education, psychology, sociology plus practical experience
Faculty Name / Credentials:	Sandra Nesbitt, M.Sc., B.Ed.
Course Developer / Credentials:	Sandra Nesbitt, M.Sc., B.Ed.
	<input checked="" type="checkbox"/> Course designed by faculty eligible to teach this course

1.0 Course Description

This course prepares the students to behave professionally in their practicum. It is designed to provide students with the essential requirements to prepare for a placement interview, and to gain exposure to prospective employers (guest speakers). Issues of confidentiality, legal and ethical concepts, clients, supervision, working relationships, and time management are highlighted.

2.0 Course Learning Outcomes

On completion of this course, students will be able to:

1. Identify strategies that will improve their ability to communicate (verbally and nonverbally) more effectively;
2. Describe the types of potential placements in corrections;

3. Develop a personal career plan by identifying areas of interest, preferences, values, strengths, weaknesses, aptitudes, and transferable skills.
4. 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.
5. Effectively use the telephone and internet to research the labour market, employers, occupations, salaries, and job opportunities.
6. Prepare a professional resume and cover letter targeted to a specific employer, company and position.
7. Develop future employment contacts through networking and information interviews.
8. Develop a database of potential employers within the sector of interest.
9. Respond appropriately to interview questions.
10. Explain and differentiate between confidentiality, secrecy and privacy;
11. Explain the legal and ethical standards expected of workers in the area of corrections;
12. Identify diversity issues concerning their clients;
13. Explain ways to improve group decision making and problem solving;
14. Analyze effective leadership skills and behaviours;
15. Identify and use skills required for effective performance in groups; and,
16. Critically evaluate feedback.

3.0 Methods of Instruction/Delivery Format

Course material will be delivered through lectures, class discussions, interview sessions, student presentations, films, and guest speakers.

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 playing, practical application exercises, making presentations, journal writing, group discussions, interview sessions, and questioning guest speakers.

4.0 Required Texts and Supplies

Geerinck, T.M., & McGruthers, C.T. (2007). *Interpersonal and Group Skills for Law Enforcement* (2nd Edition). Toronto: Pearson Education Canada.

Recommended Reading

Harr, J.S, & Hess, K.M. *Seeking Employment in Law Enforcement, Private Security and Related Fields*. New York: West Publishing.

Wood, J., Septe, R, & Duncan, J. (1998). *Everyday Encounters: An Introduction to Interpersonal Communication*. Toronto, Ontario: ITP Nelson.

Additional Material and Supplies

Course Manual for Placement Students. Prepared by Course Professor.

Course Manual for Placement Supervisors. Prepared by Course Professor.

5.0 Evaluation

Evaluation Procedure:	Value:
1. Portfolio for an Interview	20 %
2. Research Assignment	20 %
3. Interview Assessment	20 %
4. Student Presentation	20 %
5. Weekly Assignments	20 %
Total	100 %

6.0 Course Schedule

Week	Topics	Readings/Assignments
1	Introduction	Course Professor
2	Portfolio <ul style="list-style-type: none"> - resume, transcript, references, police check - guest speaker 	Course Text, Chapter 1
3	Assessing Values, Personality, Strengths, and Skills <ul style="list-style-type: none"> - guest speaker 	Course Text, Chapter 2
4	Researching Organizations and Positions <ul style="list-style-type: none"> - guest speaker 	Course Professor
5	Interview Sessions and Analysis <ul style="list-style-type: none"> - guest speaker 	Course Text, Chapters 3 and 4
6	Interview Sessions and Analysis <ul style="list-style-type: none"> - guest speaker 	Course Text, Chapter 5
7	Confidentiality, Secrecy, and Privacy <ul style="list-style-type: none"> - guest speaker 	Course Professor
8	Legal and Ethical Issues <ul style="list-style-type: none"> - guest speaker 	Course Professor
9	Client Related Issues <ul style="list-style-type: none"> - guest speaker 	Course Text, Chapter 7
10	Problem Solving Skills <ul style="list-style-type: none"> - guest speaker 	Course Text, Chapter 6

11	Issues of Supervision - guest speaker	Course Text, Chapter 9
12	Leadership - guest speaker	Course
13	Effective Working Relationships - guest speaker	Course Text, Chapter 8
14	Time Management Skills - guest speaker	Course Professor

7.0 Classroom Requirements

Standard classroom

8.0 Equipment Required

Video equipment for analysis of interview sessions

6.5.3 Work Experience Outcomes and Evaluation

Work Experience Outcomes	How work experience puts into practice the program outcomes
	<i>During their work experience, students may perform some or all of the following types of tasks which support achievement of program outcomes:</i>
1. Describe the structure and administration of a correctional organization.	Students will conduct research into the organization to determine the organization's structure and administration and to place their positions within the context of the organization. Supports program outcomes: 4, 6, 7, 8
2. Describe issues, trends and legislation that have an impact on the correctional organization.	Students will conduct research into how the organization's policies and procedures are impacted by issues and legislation and engage staff in discussions around current issues facing the institution and/or justice system and its impact on their jobs. Supports program outcomes: 1, 4, 6, 8, 12, 19
3. Work in compliance with objectives, policies and procedures of the work the environment.	Students will conduct themselves in a professional manner, following procedures and demonstrating respect for themselves and their co-workers. Supports program outcomes: 6, 9, 10, 18, 19, 21, 23
4. Perform job related functions independently and/or under supervision.	Students will participate in and contribute to team meetings. They will collaborate with others as required to do the job. Students will perform assigned tasks accurately and efficiently. Supports program outcomes: 1, 17, 18, 19, 20, 21, 22, 23
5. Analyze the operations of a correctional agency.	Students will conduct research into the operations of the organization and will assess their experiences on the job to draw some conclusions about how it operates. Supports program outcomes: 1, 4, 6, 7, 8, 9
6. Act in a manner consistent with equity and fairness while working with diverse populations.	Students will act with honesty and integrity and will demonstrate sensitivity when working with staff and clients. Students will acknowledge what each person brings to the process and recognize that opinions and life experiences vary.

Work Experience Outcomes	How work experience puts into practice the program outcomes
	Supports program outcomes: 2, 3, 10, 19
7. Describe the interrelationships among participants in the criminal justice system.	<p>Students will observe the relationships between various jobs, departments and the organization as a whole at their work placement to other organizations and positions in order to place the various elements into the broader context of the criminal justice system. They will explore areas of cooperation as well as areas of tension between the sectors.</p> <p>Supports program outcomes: 6, 7, 8</p>
8. Assess their experience in relation to their career choice.	<p>While on the job, students will explore various positions and career paths within the organization and will reflect in their journals and as part of the seminar discussions on how these options and their work experience has influenced their career choice.</p> <p>Supports program outcomes: 20, 23</p>
9. Solve problems, make decisions and evaluate the outcomes of decisions.	<p>Students will demonstrate critical and creative thinking when responding to situations on the job or tasks assigned as part of the work placement. Where required, students will assess the situation, collect and analyze data and make recommendations for solving the problem.</p> <p>Supports program outcomes: 2, 13, 14, 15, 16, 20, 23</p>
10. Communicate clearly, concisely and correctly as appropriate to the requirements of the position.	<p>Students will prepare written documentation (letters, memos, e-mail, reports) as required by the job and will participate in meetings. They will communicate clearly and accurately and share information with managers, supervisors, team members or other employees and clients as required. They will assist in presentations if required. Students will use their communication skills to negotiate and resolve conflicts and to build solid working relationships with co-workers.</p> <p>Supports program outcomes: 15, 16, 17, 21, 22</p>
11. Identify the combination of personal skills, work ethics, attitude and behaviours required to secure,	<p>Students will discuss requirements of the job and performance expectations with their supervisor. They will identify the attitudes and behaviours of</p>

Work Experience Outcomes	How work experience puts into practice the program outcomes
maintain and advance on the job.	<p>themselves and others in the organization that contribute to success.</p> <p>Supports program outcomes: 17, 18, 19, 20, 21, 23</p>
12. Demonstrate improvement after receiving constructive feedback and take responsibility for own actions and decisions.	<p>Students will solicit and respond to supervisor feedback on performance. They will refine their work output in line with suggestions received.</p> <p>Supports program outcomes: 17, 20, 23</p>
13. Apply, consolidate and extend learning in different contextual frameworks and situations.	<p>Students will explore how the theories they have studied are applied within the context of their particular job and organization and to assess how things are modified on the job as well as the utility and limitations of various concepts. They will apply the knowledge and skills developed through their courses to situations on the job.</p> <p>Supports all program outcomes</p>

Methods of Evaluating Student During Placement
<p>All on-the-job performance will be evaluated as follows:</p> <p>A written learning contract outlining types of work and expected outcomes will be agreed upon by the employer, student and Humber.</p> <p>The employer will (using a format provided by Humber):</p> <ul style="list-style-type: none"> • review the agreed upon outcomes and the records maintained by the student and evaluate the student's performance against each of those outcomes, providing specific examples of tasks the student performed related to each objective and a rating of how well he/she performed them • complete a checklist evaluating basic characteristics such as punctuality, willingness to take on different tasks, contribution to the team, etc. • provide a written assessment of both student strengths and competency areas which need to be further developed • provide an overall rating using a scale provided by Humber. <p>The student will prepare a weekly journal on the work experience to include:</p> <ul style="list-style-type: none"> • a summary of major job responsibilities • a summary of agreed upon work outcomes and an analysis of the extent to which each outcome was accomplished • a record of job tasks completed during the work experience and an assessment of how they contributed to achieving the learning outcomes

- an assessment of classroom learning used to complete job-related tasks during the work experience
- a list of new learning acquired on the job
- a discussion of problems encountered on the job and how they were resolved
- reflections on the bi-weekly seminars
- a self-assessment of performance on the job based on the agreed upon work outcomes
- identification of personal strengths and competency areas needing additional work

Students will meet as a group with their professor every other week for 50 minutes to discuss the following topics:

- the commencement of the practicum
- confidentiality
- legal and ethical issues
- client related issues
- supervision and working relationships
- assessing the experience
- career choices

During this class period, students will select a topic and lead a discussion in relation to their practicum experience. At the end of the seminar, students will write their thoughts on the topics discussed. During these sessions, the professor will act as a facilitator.

Both employer reports and student journals as well as performance in the bi-weekly seminars will be reviewed by Humber staff and a final grade will be assigned as follows:

Employer Evaluation (completed by placement supervisor)	70%
Student-led Seminar	15%
Weekly Journal Recordings	<u>15%</u>
Total	100%

Each student will be assigned an advisor for their work term. The advisor will be the student's point of contact for the work placement. The advisor will visit the student at least once during the work term. In addition to discussing expectations and performance with the student, the advisor holds similar discussions with the employer. The advisor serves as a mediator in the event of problems with the work experience and ensures that the experience is meaningful and at an appropriate level.

7. Program Delivery Standard

7.1 Quality Assurance for Program Delivery

7.1.1 Quality Assurance Policies

Policies, Guidelines and Practices Pertaining to Quality Assurance of Program Delivery Methods

Humber ensures the quality of degree program delivery through a number of practices, processes and strategies. These include:

1. The development of business plans for new programs
2. A formal process for the review of new programs by institutional committees and councils, program advisory committees and the Board of Governors.
3. Formal processes for course development, course outline review and curriculum changes
4. Annual Review of Student Satisfaction Data
5. Other mechanisms identified in other sections of the submission as follows:
 - Review of student feedback data (attached as Appendix 7.1.3)
 - Faculty development and review process (attached as Appendix 8.5)
 - A formal program review process (attached as Appendix 11.1)

1. The Development of Business Plans for New Programs

At Humber, program quality starts with the development of new programs and the preparation of business plans. New program ideas for degrees are initially reviewed by the Vice President, Academic, the Academic Deans and the Dean of Planning and Development. The first step in the development of a new degree program is to prepare a business plan. The requirements of a new program business plan include:

Background, Program Description and Rationale

The following are the key elements addressed in this section of the plan:

- Title and Description of the Program (What type of program is it? How does it fit with other programs? What opportunities exist for students to experience industrial placements, field placements and/or cooperative education?)
- The identification of occupations toward which the program is directed
- The identification of relevant Licensing and Regulatory Requirements
- An analysis of the strategic fit of the new program (How is the proposed program relevant to Humber's mission and goals and specific school mandate. What impact will this program have on other current Humber programs? How does it complement other program areas? Will it overlap with any other Humber program areas? What adjustments are needed in other programs offered by the school in order to accommodate the new program? (e.g., decreases in enrolment, program rationalization)
- Target Market (Define the target market and rationale. What type of student is likely to enroll in the program? (e.g., high school graduates, college/university graduates, those already employed, international students). Where are they likely to come from (e.g., GTA, outside GTA)?

Market Research and Competitive Analysis

The following are the key elements addressed in this section of the plan:

- Labour Demand - What are the economic trends in the industry? What is the level of employer demand for this program? What job opportunities exist for graduates?
- Student Interest - What is the level of student or graduate (if appropriate) interest in the proposed program? Include KPI student related employment data (relative comparison) if appropriate (program similar) Establish enrolment estimate for start-up and steady state.
- Analysis of Competition - How unique is the proposed program? If a degree program, how is the program different from those offered by Ontario universities. How has the school assured that the program is not in competition with the University of Guelph-Humber programs?

Capacity to Deliver / Resource Identification

The following are the key elements addressed in this section of the plan:

- Human Resource Requirements - Identify the human resources needed to complete the development and implementation of the program. Will the program rely on existing faculty or will there be new hires? Define additional assistance that will be needed to develop and implement the program. If a degree, does the school have the faculty members with the appropriate academic and professional credentials to develop and deliver the program? If not, what will be required?
- Physical Resource Requirements - What new physical resources, facilities and equipment are required to deliver the program (renovations, lab and office space, installation, capital costs such as new equipment, furniture)? Is there current space for the program? Are space improvements required? How will space for the program be accommodated?
- Library Resources Required - What library resources are available and/or need to be purchased to support the new program?

Financials and Profit/Loss

The following are the key elements addressed in this section of the plan:

- A cash flow statement for 6 years that includes all of the revenue that is available and needed and all of the costs of the program. The statement will address a number of questions listed here. What is the proposed funding model? What external partnerships exist to help support the program and the effect of these partnerships on program costs? What are the specific start up costs ((estimated program development costs (e.g., faculty release time), library costs, capital costs (furniture, new lab, equipment), renovations, installation costs, marketing costs)? What are the estimated delivery costs (faculty, technicians salary and benefits) for each year? What are the operating expenses (e.g., lab supplies, new software, chemicals)? What are the direct administrative costs (includes direct support costs)? What is the level of risk (sunk costs)? How will start-up be funded (by the School from current revenues or other sources)?

The business plans are reviewed by Vice President Academic, the Vice President Administration and members of the senior academic staff before further development can take place. The development of business degrees is managed by the Planning and Development office whose staff members work with the academic schools and advisory committees to prepare the submissions.

2. A formal process for the review of new programs by institutional committees and councils, program advisory committees and the Board of Governors.

Institutional Operations and Advisory Committees

New programs are reviewed by the following operations committees and councils:

- The Vice President Academic and the Deans
- The President's Executive Committee
- The Vice Presidents' Operations Committee
- The Academic Operations Committee
- The Academic Council of the College
- The Board of Governors

New programs are presented to these groups at both the conceptual stage as well at the proposal stage. At the conceptual stage for degree programs, the presentation and discussion normally addresses the following:

- Program description
- An analysis of why Humber wants to offer the degree program (How does it fit with the College Mission, strengths of the College and School, and College and School strategic plans? What are the indications that there is an economic and educational need for such a program?)
- An analysis of how the proposed degree program will affect any related diploma program(s) as well as an evaluation of the relationship of the proposed degree program to programs in other Schools.
- The identification of when the proposal is expected to be ready and when the program is likely to be offered.

Once a program proposal has been prepared, executive summaries are prepared for review by the Academic Council and the Board of Governors. These summaries include:

- Program description
- Credential to be awarded
- Strategic fit analysis
- Evidence of need
- Competitive analysis
- Entrance requirements
- Academic course schedule
- Target market analysis
- Costs

In addition the Board of Governors requires confirmation that the program has passed through all of the approval stages and projected enrolment and student satisfaction rates. Formal approval of the program by the Board is required before programs may be submitted for Ministerial and PEQAB review.

Additional Advisory Committees & Reviews

New programs and courses are reviewed by program advisory committees and licencing, professional or regulatory groups. Advisory committees play a vital role in the development of the new program. Every program (or cluster of programs) has an active voluntary Advisory

Committee of 8 to 12 members. Membership reflects both the private and public sector and includes representatives from companies, trade and professional associations, accreditation bodies, government and program graduates in the same or related program areas. In the case of degrees every effort is made to have university academics join the advisory committees. The mandate of the Advisory Committee includes providing advice on program requirements and features including (but not limited to):

- Curriculum
- Academic program review
- Trends in the labour market
- Technological trends and changes
- Employment prospects for graduates
- Cooperative training and field placement
- Public relations with professional and local communities
- Student awards

Advisory committees also meet on a regular basis once a program has been established. In this way, annual advice pertaining to the currency and relevancy of the curriculum is obtained.

Desk Reviews by University Academics

In addition to the input from advisory committees, at the development stage the degree curriculum is normally sent out for a desk review by a university faculty member in a related field of study. This independent review is to help assure that the program is at the degree level, is comprehensive in depth and scope and relevant to the field of study.

Degree Council

In addition, Humber has a Degree Council which was struck by the President in September of 2002 to assist with the review of new degree ideas. The Council also consulted with a variety of committees struck to support the degrees as well as the Humber community at large. The role of the Council has evolved and the membership in the Council has grown. Currently, the council is comprised of 19 members and 2 ex-officio members. All of the schools are represented by 13 faculty members. The Council includes 4 administrators, 1 support staff member and the Vice Provost from the University of Guelph-Humber. The Council serves in an advisory capacity to the office of the Vice President, Academic by reviewing and advising on new program ideas and degrees including those to be offered in partnership with other postsecondary institutions. The Council's scope includes degree granting programs and courses, related policies and academic processes with particular attention given to the following roles:

- Reviewing new degree program ideas and advising on areas and direction as well as learning pathways and program clusters in which degree programs and courses are offered.
- Monitoring Humber degree development processes to ensure that the developers have taken appropriate steps so that:
 - the program and the content of the courses meets the degree level standard and is appropriate to the field of study;
 - the program includes the required balance of breadth and professional courses;
 - the course outlines meet the requirements of the degree course outline template;
 - the program meets regulatory, accreditation or association requirements (if applicable);

- the program and courses have been approved by an advisory committee; and
- the program includes a paid work placement.
- Reviewing changes to degree programs and course related policies, standards and student regulations.
- Monitoring the development and approval processes associated with any degrees offered in partnership with other postsecondary institutions.
- Contributing to the development of best practices to address Ministerial Consent renewal requirements.
- Receiving program review findings on degree programs and advising on recommendations for program changes.

3. Formal Processes for Course Development, Course Outline Review and Curriculum Changes

Course Development & Course Review:

All of the degree course outlines are developed and reviewed in conformity with the following development checklist prepared by the Humber Degree Council. Developers must take the appropriate steps to ensure that the content of the course meets the degree level standard. Courses must be approved by the Program Advisory Committee.

The Degree Council and the Planning and Development Office are kept up to date with respect to the development and the delivery of the courses for the programs. In the initial pilot applications to PEQAB, applicants did not submit full course outlines. These outlines are still under review by the Degree Council as per its checklist below. For PEQAB applications in which more detailed outlines were submitted, the academic the Dean or his/her designate is responsible for ensuring that the courses are delivered as per the Degree submission. Any program changes beyond changes which are permitted during the period of consent must be documented and submitted to the Minister for review.

Every year program coordinators and faculty members will review the degree program courses to ensure that the most up to date textbooks and course materials are included in the delivery of the course. Courses are benchmarked against similar courses in Ontario universities as well as the University of Guelph-Humber. Detailed plans and schedules are developed annually for the renewal and upgrading of program related resources such as library, computers, classrooms, labs and equipment.

Any changes beyond the requirements set by the Ministry require that the school notify the Dean of Planning and Development. No curriculum changes for any program in the college can be entered into the registration system without approval from the academic school and the Dean of Planning and Development.

**Degree Council
Course Outline Review Checklist**

Course Name:

Course #:

Course Outline Review Checklist	yes	no	comments/ questions
Course Content			
1. Have the developers taken steps to ensure that the content of the course meets the degree level standard and is appropriate to the field of study? This can be accomplished in a variety of ways , such as the following: <ul style="list-style-type: none"> ▪ The course has been benchmarked against similar university/degree courses. ▪ The course has been developed by someone with terminal credentials in the field. ▪ The course has been reviewed by someone who teaches at the degree level in the discipline. ▪ Appropriate colleagues at Humber have been consulted and given an opportunity to review the course outline. ▪ Other. 			
2. Has the course been approved by the Advisory Committee, or certain members thereof? Note: the Advisory Committee membership should include at least one university faculty member from the discipline.			
3. Has one of the college Planning and Development consultants reviewed it to ensure that PEQAB and college requirements have been met?			
4. If appropriate, has the course been designed to meet regulatory, accreditation, and or association requirements?			
The Course Outline Document			
Does the course outline:			
5. Have a course description that is clear and easily understood?			
6. Show a congruence between: <ul style="list-style-type: none"> ▪ the course description and the learning outcomes, ▪ the learning outcomes and the topics covered, ▪ the learning outcomes, the levels of learning, and the level of the course within the program (i.e. the distinction between 100/200 and 300/400 level courses) and ▪ the learning outcomes and the evaluation, assignments, and course activities? 			

Course Outline Review Checklist	yes	no	comments/ questions
Course Content			
7. Present clearly specified underlying theory (major theorists, principles, models), current research, and industrial/business/career applications?			
8. Have clear, concise, and achievable course learning outcomes (performance based, observable, measurable)?			
9. Have the modes of delivery been clearly identified and are they appropriate for the achievement of the learning outcomes?			
10. Have the generic skills for this course been identified? (See matrix)			
11. Identify required credentials of the faculty and are they appropriate for the course?			
12. Have required texts that are appropriately current?			
13. Other comments about the course outline?			

On file with the Development Team and available as required

- names and comments of those who were consulted on the development and asked to review the course outline
- names and comments of professors in the field from other institutions who have reviewed the curriculum
- names and comments from colleagues at Humber
- name of the Planning and Development Consultant

4. Annual Review of Student Satisfaction Data

Each year the student satisfaction data from the key performance indicator surveys is reviewed. Program satisfaction is analyzed across schools, across the college and across the system. Humber reviews its degrees against other degrees to determine the drivers of satisfaction. In addition, student success is measured course by course across the degree programs as are enrolment and financial projections. The Dean of Planning and Development reviews this data with the Vice President Academic and the Academic Dean responsible for each degree area.

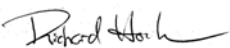
5. Other mechanisms which contribute to the quality of program delivery include

- The review of student feedback data (attached as Appendix 7.1.3)
- Humber's faculty development and review process (attached as Appendix 8.5)
- A formal program review process (attached as Appendix 11)

7.1.2 Policy on Student Feedback

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Student Feedback Survey		
Authority:	Board of Governors	Code:	0202-3
Contact:	Director of Research	Approval Date:	Feb. 11, 2002
		Amended:	September 2007
		Approval By:	VP Academic 

7.1.2 Policy on Student Feedback

The College is committed to measuring students' perceptions of their learning context to help professors and the College maintain high quality learning experiences for Humber students. A Student Feedback Questionnaire (SFQ) is used to measure students' perceptions of the learning context.

To implement this policy, the student feedback process is guided by the following principles.

- All learning at Humber may be surveyed with a "Student Feedback Questionnaire".
- All procedures associated with data analysis will be free from bias.
- All procedures associated with reporting survey results will recognize the sensitive nature of the information being provided.
- The survey instrument will be relevant for each learning context at Humber.
- Each survey instrument, while somewhat unique for each context, will contain a common core of items to be answered by all respondents.
- A student feedback questionnaire will be administered in each course section offered in all full-time day programs at Humber, offered during the Fall, Winter and Spring/Summer semesters.
- The distribution of a student feedback questionnaire may be adjusted at the discretion of academic managers.

7.1.3 Student Feedback: Criteria and Instruments

The data from a student feedback questionnaire are compiled and the information is then returned to the professor in both aggregate and individual form. School heads and key senior managers receive this feedback in aggregate form. Should the data reveal areas for improvement in teaching approaches, these are discussed with the individual professor. Each year the Vice President, Academic and the academic managers of each school review faculty whose performance falls short of college expectations, discuss development plans, and consider other interventions.

Background information about the Student Feedback Questionnaire developed for classroom- and/or lab-based instruction.

In the Spring of 2006, a committee of faculty members and academic administrators developed a Student Feedback Questionnaire for classroom- and/or lab-based instruction that would be administered in full-time, part-time, or continuing education credit and non-credit courses offered at Humber.

The feedback forms were developed in consultation with a broad range of stakeholders within the College community, including student focus groups, faculty focus groups, Academic Council, the Academic Operations Committee, and the President's Executive Committee.

The Student Feedback Questionnaire developed for classroom and/or lab-based instruction focuses on the quality of instruction, including perceptions about whether or not:

- the professor was prepared for classes;
- instructional material was presented in a clear manner;
- the pace set for the course was appropriate;
- the professor helped student think critically about topics;
- a variety of teaching methods were used;
- students were treated with courtesy;
- professor provided clear explanation about how student work would be evaluated;
- useful feedback was provided about student progress in the course
- the professor was available for consultation outside of the classroom;
- the professor managed student classroom behaviour well;
- assignments were returned within a reasonable time.

The Student Feedback Questionnaire also asks students to rate their own effort in the course and for feedback about what they liked most about the course, and how it might be improved. In addition, a section was added to the questionnaire to accommodate up to three (3) professor-generated questions, specific to a particular course or course section. These items are not to be used for other types of research unrelated to the course itself.

STUDENT FEEDBACK QUESTIONNAIRE



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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The Student Feedback Questionnaire is a means for students to provide information to faculty and administrators to acknowledge teaching excellence and strengthen teaching effectiveness. As such, it is a developmental / formative tool. Please answer thoughtfully and honestly by using the response scale provided for each question.

MARKING INSTRUCTIONS

- use H.B. pencil only, erase errors completely & fill in response bubble completely

CORRECT

SA ● D SD NA

INCORRECT

SA X D SD NA

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The professor was well prepared for each class/lab.	SA	A	D	SD	NA
2. The professor presented his/her materials in a clear manner.	SA	A	D	SD	NA
3. The pace the professor set for the course was appropriate for me.	SA	A	D	SD	NA
4. The professor helped me think critically about the topics in the course.	SA	A	D	SD	NA
5. The professor used a variety of teaching methods (e.g., group work, multi-media, case studies, lecture, etc.).	SA	A	D	SD	NA
6. The professor treated me with courtesy.	SA	A	D	SD	NA
7. The professor provided clear explanation about how student work would be evaluated in the course.	SA	A	D	SD	NA
8. The way the professor taught helped me learn.	SA	A	D	SD	NA
9. The professor provided me with useful feedback about my progress.	SA	A	D	SD	NA
10. The professor managed student classroom behaviour.	SA	A	D	SD	NA
11. The professor motivated me to learn.	SA	A	D	SD	NA

	Always	Almost Always	Rarely	Never	Not Applicable
12. The professor responded to my course-related voice message(s) or email message(s) within 2 school days.	A	AA	R	N	NA
13. The professor returned assignments and tests within a 2-week period.	A	AA	R	N	NA

	Greater than in Other Courses	The Same as in Other Courses	Less than in Other Courses
14. Compared with other courses I have taken this semester, my effort in this course was...	G	S	L

	Excellent	Above Average	Below Average	Poor
15. Overall, the learning experience in this course was...	E	AA	BA	P

YOUR PROFESSOR'S QUESTIONS Answer any additional questions provided by your professor using bubbles 16-18.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
16.	SA	A	D	SD	NA
17.	SA	A	D	SD	NA
18.	SA	A	D	SD	NA

See Back for Comments Section

Note: The following on-line learning policies and practices are currently under separate review by PEQAB.

7.2 On-Line Learning

The Humber policies and practices included in 7.2.1 and 7.2.2 are based on Seneca's On-Line Learning Policies and Practices" and are used with permission. Appendix 7.3.1 also includes copies of Humber's HCnet Acceptable Use and Information Technology Security Policies.

7.2.1. On-line Learning Policies and Practices

Humber ITAL has on file and available upon request, copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning.

As part of the professional development requirements of faculty members during their 2 year probationary period, they are expected to identify a personal learning plan related to educational technology. All new faculty members are trained in the Learning Management System which is used for on-line delivery.

e-Learning Goals

Humber ITAL will use technology to enhance teaching and learning – both in and beyond the classroom. Our goals are to improve students' learning and to develop our graduates' abilities to learn and work independently and collaboratively using electronic resources.

Humber's focus on technology in education is also part of the College's commitment to be a leader in innovation.

The Scope of e-Learning

e-learning involves three components:

1. technology-based learning resources that enhance teaching and learning in the classroom, the laboratory, the library and the Open Learning Centre;
2. web-based resources that faculty and students use for reference, communication, collaboration and research; and
3. on-line learning, either as a course component (i.e. "mixed mode) or for an entire course.

The College will make classroom and web-based resources available to support all full- and part-time courses. Schools will develop on-line learning for selected courses, permitting the professor and his/her students to work in a non-traditional environment as well as in the classroom.

Within the College approved template, e-learning is customized to reflect the nature and objectives of individual programs. Customization of programs and courses also responds to student background and expectations and to faculty strengths.

Requirements

Academic

- Sound pedagogy, including a progression of expectations from first to senior semesters
- Realistic activity level targets and implementation plans
- Faculty input at every stage from planning to development to delivery
- Appropriate combination of College-developed and purchased or licensed learning materials
- Valid means for evaluating student performance in on-line learning courses
- Fair means for dealing with intellectual property and workload
- Means for students and faculty to provide feedback on e-learning resources and materials
- All academic policies cover both fact to face and on-line courses

Service

- Provision of high quality infrastructure, hardware and software
- Comprehensive, readily-available and timely service and support for faculty and students
- Training to develop faculty and staff expertise
- Appropriate combination of College-developed and purchased or licensed services
- Means for students and faculty to provide feedback on e-learning environments and resources
- Collaborative decision-making on infrastructure, service, support and training involving academic representatives and technical experts
- Local project teams to provide technical support at each campus

In addition to the Academic and Service requirements listed above, a sound administrative structure is provided.

Likewise, the College must regularly and consistently measure its e-learning systems and products against demands for access, ease-of-use and effectiveness.

Customer Care Technical Support Capability for Online Learning

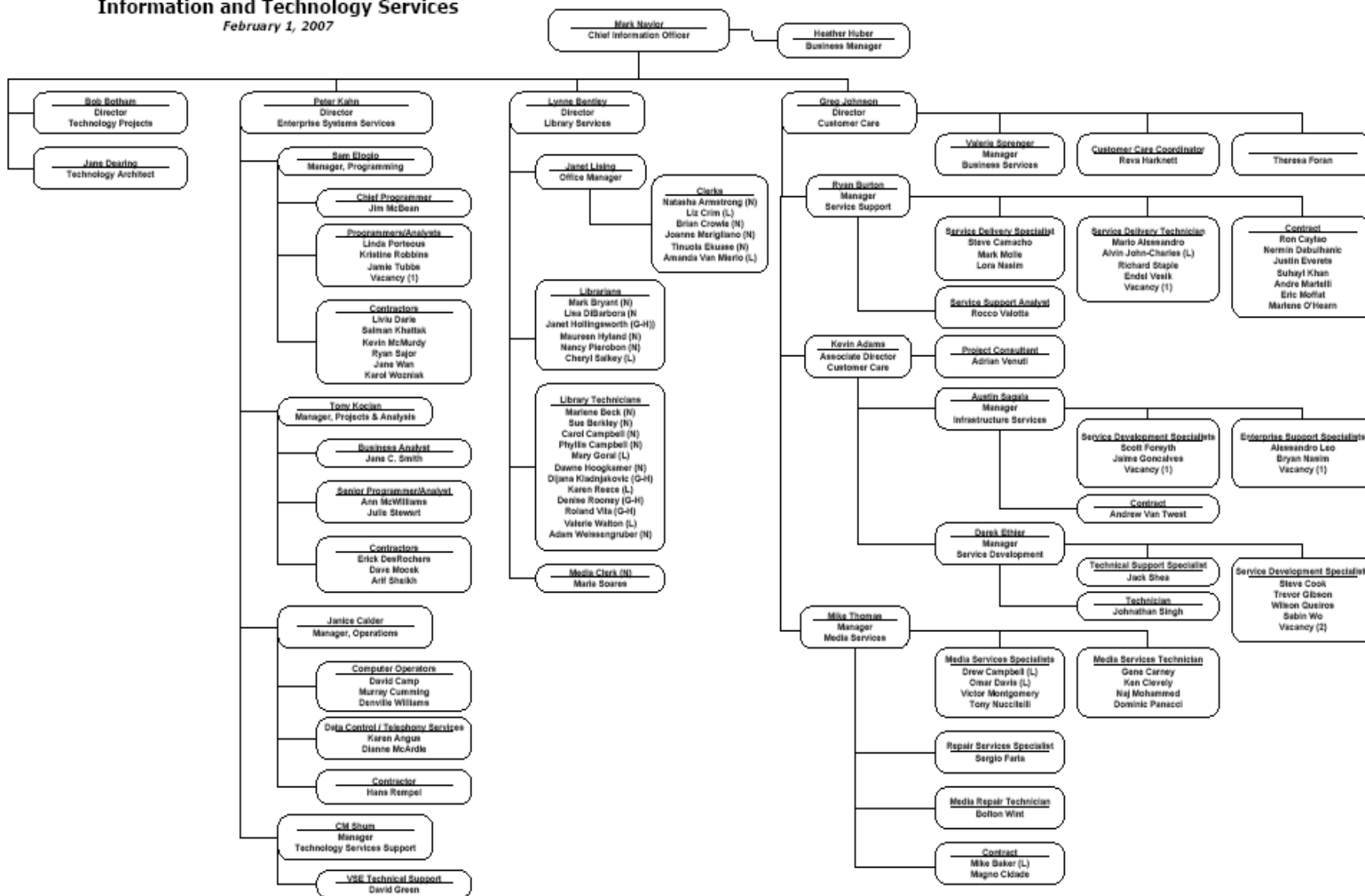
- I&TS Customer Care provides a number of core IT services within Humber. Customer Care's vision is to provide the best IT services in any college through a commitment to operational excellence. Customer has a staff complement of 55 and an annual \$200,000 professional development program for its technical staff.
- Online learning environments require support from three technical areas. Support of the learning management system, support of the underlying IT infrastructure, and service support for students and faculty.
- Learning Management Systems support – Currently WebCT/Blackboard
 - Customer Care has one Application Administrator (WebCt/Blackboard)
 - 5 years applications support experience.
 - MCP certification.
 - Customer Care has one Application Integrator to integrate other systems with WebCT/Blackboard (ex. Central directory of students and faculty)

- 7 years development experience.
 - 4 years specific experience in application integration.
 - Attended SANS, PHP, .Net and Java training courses.
 - Application specific training
 - Attended two annual Blackboard developer conferences
- Infrastructure Support
 - Linux/Unix Administration (Operating platform for Blackboard and student record system)
 - Two RHCEs (Red Hat Certified Engineer)
 - Windows Administration (Operating platform for other core IT services)
 - Two MCP/MCSE (Microsoft Certified Systems Engineer)
 - Network Storage Administration
 - Three DELL/EMC SAN certified enterprise support specialist
 - Certifications in SAN Management and SAN Protection
 - Backup Administration
 - One CommVault trained service development specialist
 - Network Administration
 - Two Extreme Networks (ENA/ENS eligible) trained enterprise support specialists
 - Two Aruba (wireless) Networks trained enterprise support specialists
 - Two Fortinet Firewall trained enterprise support specialists
 - Information Security
 - Numerous members of the group have received SANS Institute training in topics ranging from Windows Active Directory to Deep Packet Analysis.
- Technical Service Desk support
 - Drop-in, phone, and e-mail support
 - Six full-time and contract Level-1 Agents on staff (no students)
 - Two of six Agents dedicated to WebCT/Blackboard support
 - 85% of staff fully certified in ITIL (Information Technology Infrastructure Library - collection of industry best practices)
 - Open Mon-Fri 8:00AM – 11:00PM and Sat/Sun 9:00AM – 6:00 PM
 - 97.5% client satisfaction rating in latest feedback survey

The organizational chart for the Information and Technology services department follows.

Information and Technology Services

February 1, 2007



Current Status of e-Learning

The list below reflects an overview of some of the e-learning projects, creations, developments and initiatives that are currently on-going at the College. This has been achieved through the participation with the College of constituents in several committees and other collaborative mechanisms dedicated to the implementation and creation of e-learning initiatives.

Academic

- Faculty use of a variety of e-learning options in course delivery, communication and course management supported by WebCT/Blackboard.
- “e-“training available to all faculty through the Centres for Learner Support and the Open Learning Centre.
- Over two hundred Humber courses available on-line, with thousands of students enrolled annually.
- Participation and leadership in provincial e-learning consortia such as Ontario Learn.
- The creation of many well-designed on-line courses supported by the technical and design expertise offered through the Centres for Learner Support.
- Continued investigation and acquisition of high quality on-line materials.
- Development of an on-line teaching clinic for all faculty delivering in an on-line environment.

Service

- Direct on-going technical, tutorial and general inquiry supports provided through ITS Help Desk and the Open Learning Centre and various School-based initiatives.
- Continued development of infrastructure and on-going support for e-learning activities.

Humber College Policy Manual

HCnet Acceptable Use

Authority: Vice President, Business Development
Code: 655
Contact: Chief Information Officer
Approval Date: May 22, 2002
Approval By: Kris Gataveckas, Vice President, Business Development

1. Definitions

HC is Humber College of Applied Arts and Technology. HCnet is the entire Humber College computer and telecommunications system, including all Humber-owned and Humber-leased computer hardware and software, the campus data and voice networks, the campus Internet and Intranet circuit(s), and all dial-up, other remote-access hardware and software or other computer facilities.

2. Policy Requirement

All users of HCnet must comply with the terms outlined in this Policy, as well as any additional guidelines established by the administrator of the system. By using any of these systems, users agree that they will comply with these policies.

3. Purpose

In support of its mission of teaching and serving the community, Humber College provides access to information technology resources to students, faculty and staff, within institutional policies, priorities and financial capabilities. All members of the Humber College community who use HCnet must do so responsibly. All users of college-owned, college-leased or operated information technology including voice systems, must respect the rights of other users, respect the integrity of physical facilities and controls, and comply with all pertinent licenses and contractual agreements. All users of information technology are bound by applicable local, provincial and federal laws and regulations, and by other Humber policies and procedures.

4. Acceptable Use

It is acceptable to use HCnet:

- For purposes relating directly to the learning process.
- In the case of employees and contractors, for the performance of necessary job-related tasks
- For reasonable amounts of personal use of e-mail, telephones, voice mail and Internet access providing such activity does not interfere with the person's job responsibilities or the mission of the college.

5. Unacceptable Use

Examples of unacceptable use are:

- For any illegal purposes.
- To interfere with or disrupt network users, services, or equipment, either within or outside the College.
- To gain unauthorized access to hardware or software resources, either within or outside the college.

- For business or political reasons, which are not directly in support of learning or the administration of the college.
- To distribute unsolicited advertising unless prior approval is received from the College.
- To intentionally transmit, receive or display threatening, obscene, hate, and anonymous or harassing materials.
- To propagate computer worms or viruses or other disruptive or destructive constructs.

The foregoing list is illustrative and should not be construed as exhaustive.

6. Privacy Guidelines

All reasonable attempts have been made to ensure the privacy of user accounts and user electronic mail. This is not a guarantee that user accounts or user electronic/voice mail are private. Programs and files (including email/voice mail files) are confidential unless they have been made available, with the owners' written permission, to other authorized individuals. Humber College reserves the right to access all information stored on HCnet. Files may be released as required by the Courts. File owners will be notified of file access and/or maintenance, in advance, if such notice is practical. When performing maintenance, every effort is made to respect the privacy of a user's files. However, if policy violations are discovered, they will be reported immediately to the appropriate systems administrator for appropriate action.

7. Enforcement

Suspected violations of this policy will be confidentially reported to the appropriate systems administrator and an individual's computer/telephone privileges may be suspended if warranted.

Violations of these policies will be dealt with in the same manner as violations of other Humber College policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of computer/telephone use privileges, dismissal from Humber College, and legal action. Violations of some of the above policies may constitute a criminal offense.

INFORMATION TECHNOLOGY SECURITY MANAGEMENT

1.0 Introduction

Humber's mission to provide an educational environment that is responsive to the needs of our students, faculty, staff, and community depends on the reliable access and use of information. Information can exist in many forms, such as electronic databases, magnetic and optical media, printed or written on paper, and can be transmitted through computer networks, the mail, or even in conversation. Information managed electronically requires additional information technology resources including databases, computer application and file servers, software, voice services, network services and all associated equipment. This information is the property of Humber and may be used within the limits of the Freedom of Information and Privacy Protection Act (FIPPA)

Information can range from open, public data intended for distribution to a wide audience to sensitive data requiring legislated privacy protection. Similarly, the information technology resources used to support the academic and administrative business functions of the college have varying degrees of protection requirements. Security measures put in place must be appropriate to the importance of the information, the level of threat and the degree of acceptable risk.

As more information is stored electronically, as information technologies advance and develop, and as network bandwidth both within the campus and to the Internet increase, the need to be vigilant and pro-active about protecting and securing the information technology resources also increases. Exploits such as computer viruses, denial of service attacks, unauthorized intrusions, malicious misuse or inadvertent compromise not only threaten our own information technology resources, but could also threaten other sites reachable from our network.

Information Security is the preservation of:

- **Availability:** ensuring the information or resource is available to authorized users
- **Confidentiality:** ensuring only those authorized can access the information or resource
- **Integrity:** ensuring the information is accurate and complete

Humber is committed to providing a secure, yet open learning environment, while protecting its information technology resources assets from a wide range of threats.

1. Policy Statement

Each member of the Humber community is responsible for the security and protection of information technology resources over which he or she has control. Each member of the Humber community is granted the privilege to use information technology resources to access the information they need. In addition, each member of the Humber community has the right to expect that their personal and private information, managed by Humber will be adequately protected and secured.

The Information Security Policy consists of this policy and associated controls that include Federal and Provincial Laws, Humber Policies, Standards, Guidelines and Procedures that act together to safeguard Humber's information resources. These controls address broad categories that include Security Organization, Information Asset Classification and Control, Personnel Security, Physical and Environmental Security, Communications and Operations Management, System Access Control, Systems Development and Maintenance, Business Continuity Planning and Compliance with Federal and Provincial Laws. It is assumed that references to the Information Security Policy include **all** of these associated controls.

2. Roles and Responsibilities

Responsibilities range in scope from security controls administration for an enterprise-wide system to the protection of one's own access password. An individual can have more than one role.

- 2.1. **Humber Administration** (individuals with administrative responsibility for organizational units [e.g. President, Vice Presidents, Deans, Associate Deans, Directors, Managers] or individuals having functional ownership of data) are responsible for securing the information technology resources within areas under their control (e.g. computer labs, applications, databases, servers, networks)
- 2.2. The **Chief Information Officer** (CIO) is responsible for advising the Humber Administration, Technical staff, and other suitable persons on how to comply with this policy and the associated Security Principles, Controls, Policies, Standards and Guidelines
- 2.3. **Technical Staff** (individuals who design, manage and operate electronic information resources, e.g. System Analysts, Project Leaders, Application Programmers, Computer Operators, System Administrators or individuals assigned responsibility for information technology resources) are responsible for preserving information technology security as job duties require access to Humber information resources
- 2.4. **Users** (individuals who have access to and use Humber electronic information resources) are responsible for protecting the resources under their control, such as access passwords, computers and the data accessible to them

3. Key Security Elements

3.1. LOGICAL SECURITY

Devices (computers, servers, network components, etc.) connected to the network must comply with the associated device standard. Device standards describe how a device should be configured to preserve the security of our information technology resources, by minimizing the chances for a device to participate in a security incident.

3.2. PHYSICAL SECURITY

Controls must be in place to protect physical access to resources, based on acceptable risk. These may range in scope and complexity from extensive security installations to protect a room or facility where servers or network components are located, to simple measures taken to protect a user's display screen.

4. Privacy and Confidentiality

Applications must be designed and computers must be used so as to protect the privacy and confidentiality of the electronic data they process, in accordance with applicable laws and policies.

Users who are authorized to obtain data must ensure it is protected to the extent required by law or policy after they obtain it. For example, when sensitive data is transferred from a central database to another location, adequate security measures must be in place to protect this "downstream data".

Technical staff may have confidential access to sensitive information. Technical staff may be requested by the Humber Administration to search the contents of electronic communications or related transactional information in diagnosing or investigating suspected breaches.

Humber's information resource usage is monitored and logged. This information may be used in security incident investigations.

5. Compliance with Law and Policy

Additional policies that apply to the Humber information technology resources include, but are not limited to

- [HCnet Acceptable Use Policy](#)
- [Copyright Policy](#)
- [Intellectual Property Policy](#)

Information is subject to laws including, but not limited to

- Freedom of Information and Privacy Protection Act
- Copyright Act

Safeguarding the information and resources available is a responsibility shared by everyone in the Humber community. Freedom to access information for which you are authorized, to distribute this information as part of the learning environment, and to maintain Humber information databases is integral to our mission, and such activities are supported and endorsed.

However, the following activities are specifically prohibited under this policy

- Disclosing or distributing any information/electronic data you do not have the right to disclose because of privacy, copyright or intellectual property rights
- Unauthorized downloading or distribution of materials that are protected by copyright or intellectual property rights
- Knowingly enabling inappropriate levels of access or exploitation of resources by others

- Downloading sensitive or confidential or protected electronic information/data to computers that are not adequately protected from unauthorized access

7. ENFORCEMENT

Insufficient security measures at any level may cause resources to be damaged, stolen, or become a liability to Humber. Therefore, responsive actions may be required. Information and Technology Services (I&TS) will negotiate a satisfactory solution that meets legal and policy requirements with the user of the resource so that service can be restored as quickly as possible. If a situation is deemed serious enough, device(s) posing a threat may be temporarily blocked from network access to prevent an extension of the attack.

Suspected violations of this policy will be confidentially reported to the Humber Administration.

I&TS will monitor network activity, reports from Humber Administration and reports from security agencies and will take action appropriate for the security risk.

Violations of these policies will be dealt with in the same manner as violations of other Humber policies and may result in a disciplinary review.

Appendix 7.2.2 Building Academic Community in an On-line Environment

Description of how on-line learning methods etc., contribute to and enhance the creation of academic community among students and between students and faculty

- The synchronous and asynchronous discussion tools promote enhanced discussion among learners and between the teachers and the learners. Before students respond to an instructor's discussion question or to classmates' posted comments, they can refer to their course materials and think through their answers. As a result, students have the opportunity to post well-considered comments without the demands of the immediate anxiety-producing face to face (F2F) discussion. Shy students are also more likely to participate in a discussion in an on-line environment. Discussion boards/forums provide opportunity for teachers/learners to tackle topics in more depth at a higher level (i.e., Bloom's); students with physical disabilities say they feel they are participating more as equals in the on-line environment than in face to face discussions. On-line courses also assist second language learners as they may reread and/or repeat parts of the lesson and can work at their own pace.
- Blackboard (CMS) tools allow the creation of sub-groupings of learners who have their own on-line space for small group learning activities and group project collaboration.
- The collaboration tools used to live "chat" help build community and extend learning by creating a structure whereby learners can learn from formal as well as "informal" interactions.
- Synchronous chat/conferencing provides access for a wide range of learners (local, national, international) to interact and build community.
- In asynchronous class discussions, student can attend class from anywhere and they can do so at anytime that fits their schedule, which is ideal for a geographically dispersed group.
- E-mail provides a means for enhanced and timely feedback.
- Course Management Systems (CMS) localizes and organizes course material creating a virtual learning environment (safe and inviting). The "Classroom" is open 24/7.
- Learners can share ideas with one another through e-mail and document exchange.
- Web quests and on-line research assignments promote interactive, active, creative and independent learning as well as collaboration among students.

8. Capacity to Deliver Standard

8.1 Demonstrated Strengths of Program

Relevance to Humber's Mission and Goals

Humber's Mission Statement

Humber develops broadly educated, highly skilled and adaptable citizens who significantly contribute to the educational, economic and social development of their communities. We accomplish this by:

- *preparing learners for careers through a comprehensive choice of educational credentials in a broad range of programming;*
- *developing informed and engaged citizens through an applied and liberal education;*
- *enabling organizations to enhance their effectiveness through customized training and lifelong learning opportunities; and*
- *supporting the capacity of our local communities through outreach activities.*

Mission and culture: Humber's emphasis on offering a comprehensive range of educational opportunities, from apprenticeship training through to baccalaureate degree programs, sets the tone for a constructive learning environment that facilitates excellence in the classroom. The mission promotes a culture that encourages a broad dissemination of ideas nurtured through a liberal education coupled with skills development. It helps enhance well-rounded citizens with a breadth of knowledge and intellectual capabilities who are ready for a highly-skilled, technological and global economy. It encourages learner success and the development of partnerships with business, industry and a wide range of educational institutions. This is evidenced by a strong commitment to curriculum continuity, seamless transfer for students, and ease of transition into the working world. It promotes lifelong learning by fostering a learning culture through its broad array of part-time and continuing education programs and their integration with full-time programming. The mission also encourages active, informed and involved citizens who, along with Humber itself, reach out to support our communities.

Changing needs: Humber's dedication to anticipating the changes in our society and responding to the changing needs in our community leads to the development of new and innovative programming such as this Bachelor of Applied Arts (Criminal Justice) program. Offering degree programs is a direct response to the needs of our students, alumni, and society today and to the economic needs of Ontario.

Over the past decade, Humber has increasingly worked to develop strong ties with university partners so that multiple pathways to degree completion are created. This development is illustrated by a number of innovative, college-university partnerships such as:

- the University of New Brunswick and Humber ITAL Bachelor of Nursing degree program,
- articulated diploma/degree completion partnerships such as the one between Daimler Chrysler Corporation, Humber, and the British Columbia Open University, and
- most recently the creation of a new option in higher education – the University of Guelph-Humber.

The proposed degree offering is the logical next step in our growth as a vibrant and responsive post-secondary institution. It also contributes to Humber plans as an Institute of Technology and Advanced Learning to include a broad range of programming, ranging from skills training to specialized degrees. The baccalaureate degree is becoming the credential that employers are requiring for many jobs that have become complex and demand higher level skills. Critical to meeting these needs is the addition of baccalaureate degrees within applied areas of study to Humber's program offerings.

The program is responsive to the changing needs of industry. Increasingly, organizations in this field are looking to hire people with a baccalaureate degree and a degree is a requirement for those who want to progress. The curriculum is current and responsive in addressing the evolution of the field by offering courses in such areas as restorative justice, which has become a mainstream and important strategy, and crime prevention. It provides a strong focus on both institutional and community settings.

Risk taking and a participative decision-making structure have led to innovations in other areas such as customized training through corporate and continuing education initiatives designed to support continuous learning in the workplace. By using flexible delivery systems, which include advanced information technologies, Humber has greatly increased access to learning and successfully accommodated different learning styles. Many of Humber's programs are recognized as being of international calibre, and this has led to numerous cooperative international activities aimed at promoting human resource development for our students, staff, and international partners.

All of these innovations are encouraged by the values set out in Humber’s Mission Statement, and these values form the underpinnings and lead to the generation of standards of quality assurance in every aspect of Humber’s work.

The degree supports Humber’s goal of being a leader in polytechnic education and responds specifically to two of the priorities and their supporting initiatives identified in Humber’s strategic plan. The chart below highlights the relevant initiatives from the strategic plan and explains how the degree supports the initiatives.

Priority 1: Implement Humber’s Vision of Providing Increased Educational Options and Pathways.	
Develop Humber and University of Guelph Humber degrees.	This degree, if approved, will add to the complement of Humber degrees, bringing the number of current consents to 12, and will be the first Humber degree to be offered by the School of Social and Community Services.
Provide bridging programs and learning pathways.	Pathways have been developed to allow graduates of related diploma programs such as Community and Justice Services, Police Foundations, and Law Security and Administration offered at colleges across the province to transfer into this degree program.
Identify strategic areas of focus, seek partners and undertake applied research projects as external resources permit.	Faculty members within the School are actively engaged in several applied research projects. This commitment to research will continue with the degree.
Identify potential Centres of Excellence. Plan and implement strategies to further development Centres of Excellence.	The School of Community & Social Services is investigating the establishment of a Centre of Excellence in justice studies.
Priority 2: Create and Maintain Quality Relationships with Key Stakeholders	
Enhance the learning experience (e.g., enhance the quality of the teaching and learning environment, ensure workplace relevance and high quality curriculum)	This program has been designed to respond to workplace needs of the correctional sector while maintaining the strong academic focus of an honours degree. An active advisory committee representing institutional and community justice organizations at the national, provincial and local levels reviewed and provided important feedback on the curriculum. The curriculum was also reviewed in its entirety by a professor of sociology at Queen’s university to ensure its quality and academic rigour.

<p>Assess service quality and implement improvements (e.g., enhance library collections, provide professional development opportunities for current faculty)</p>	<p>As part of the development of this degree, a complete library assessment was undertaken and detailed plans have been developed to enhance relevant library collections. These additions to the collection will support not only this program but also related diploma programs as well as degree programs offered by the University of Guelph-Humber. Faculty members who wish to pursue advanced credentials are encouraged to do so and are supported by the College through sabbaticals and tuition assistance.</p>
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Relevance to School Vision and Goals

Caring, Positive Social Change and Service to the Community – That’s what the School of Social and Community Services is all about. The Bachelor of Applied Arts (Criminal Justice) builds on the strong foundation established by Humber’s existing programs in community and social services. It contributes to the School’s goal of offering a full-range of programming and to provide opportunities for graduates of the five full-time diploma programs who wish to further their education. It will help support the establishment of a Centre of Excellence in Justice Studies. The School has an established reputation within the human services sector in the Greater Toronto Area of being responsive to the training needs of the community and the field. Employers have expressed their satisfaction with the training, education and preparation that students of this School receive.

Program strengths:

The cornerstones of this degree program will be strong industry support, degree recognition, high academic standards, motivated students and excellent faculty. The program sets high academic and professional standards and has a strong student focus with measurable outcomes in each program subject.

High standards of teaching and learning in our diploma and graduate certificate programs are evidenced through the provincial Key Performance Indicators and Student Feedback Questionnaires. Prominence is given to having highly skilled, dedicated faculty members who project professionalism and provide positive role models for students. In addition, there is a commitment to ensuring that the field placement components of our programs are of the highest quality. Students are provided with support at every stage of the field placement process. This commitment to excellence will continue in the degree program. The Bachelor of Applied Arts

(Criminal Justice) will meet Humber's mission of providing high standards of teaching and learning.

The strength of the B.A.A. (Criminal Justice) comes from:

- A Broad Based Curriculum – While focusing on the correctional system, the program covers the theoretical foundations of criminology, the major debates within the field and emerging trends. This is complemented by the development of applied skills that are critical to success in the sector and by a strong general education component. Students will have the benefit of exposure to both academic and applied learning outcomes and will have an opportunity to experience the mutually supporting relationship between the two.
- The Program Focus – The program emphasizes a student-focused learning experience where theoretical concepts are integrated with practical applications. Special emphasis is placed on providing students with an understanding of the correctional experience from the perspective of the offender, the front line professionals, the administrators, the community and those who interface with the correctional system. The applied aspects of the program are integrated into several of the academic courses and are reinforced by the work term and the criminology research project.
- Program Delivery Practices – The program emphasizes: learning through doing as both an investigative and synthetic activity; the extensive use of case studies and “real world” examples to apply knowledge to new situations and to allow students to interpret and synthesize their knowledge; learning through understanding in context which situates knowledge and focuses on the relationships between facts and between disciplines; personal development through student representation of their ideas about Criminal Justice in papers, class discussions and their research project and through their practical work experience; and problem-based learning.
- The Expertise of the Faculty – The faculty bring a combination of specialized experience from within the criminal justice system as well advanced academic credentials and expertise. They are well qualified to provide the students with academic leadership while at the same time being able to provide them with a perspective that can only be acquired through professional life experience within the criminal justice system.
- The Program Advisory Committee – The program is guided by a diversified and experienced advisory committee, with representation from institutional, community and academic settings.

- The Strong Industry Support – Employers have indicated their recognition and support for the program as evidenced by their willingness to provide work placement opportunities for students, to hire future graduates, to participate in the program as guest lecturers and by their letters of support. In addition, industry associations such as the Canadian Criminal Justice Association, the Ontario Community Justice Association, and the International Corrections and Prisons Association have indicated their support for the program.

A baccalaureate degree program will open further opportunities for graduates and enhance the current strong foundation offered by the School's diploma programs by adding a further degree of intellectual rigour in both discipline specific and general education courses. In addition, the program will place an increased emphasis on higher-level skills in critical thinking, research and analysis.

The move to introduce a baccalaureate degree is enthusiastically supported by the program advisory committee and the Humber Board of Governors.

8.2 Resources

8.2.1 Library Resources

	Number of Holdings (print) Relevant to the Field of Study	Number of Holdings (electronic) (include program-specific databases)
On-site Library Resources Relevant to Degree Program Areas (for students/faculty) L – Lakeshore Campus N – North Campus	Core curriculum: # of books (print) 1621 (L) + 3385 (N) = 5006 # of journal subscriptions (print) 8 (L)	Core curriculum: # of books (online) 40 # of journal subscriptions (online) 13 # of databases 4
	Electives curriculum: # of books (print) 7250 (L) + 24,235 (N) = 31,485 # of journal subscriptions (print) 0	Electives curriculum: # of books (online) 1984 # of journal subscriptions (online) 1496 # of databases 9
Other Library Access (e.g., web-based, inter- library arrangements)	Interlibrary Loan support Direct Borrowers Agreement	
Provide a summary of the currency of the holdings at each location specified. Include a list of the program-specific databases.		
Program Specific Databases:	Name	Content Description
Core	Canada Statute Service	Contains the consolidated Revised Statutes of Canada and the Revised Regulations of Canada, with all subsequent amendments, new Acts and regulations, plus the Canada Statute Citator.
	Canadian Criminal Law	Features Martin's Annual Criminal Code, Martin's Related Criminal Statutes, Canadian Criminal Cases (C.C.C.) and Master Table of Cases. Access the full text of cases reported in C.C.C.

	LawSource	Provides access to a wide-range of Canadian legal resources including The Canadian Abridgment, The Canadian Encyclopedic Digest, Index to Canadian Legal Literature, case law, legislation, and legal journals.
	Lexis Nexis	Access to 7000 news and law sources; includes Canadian Criminal Cases.
Electives	Academic Search Premier	Provides full-text to nearly 3500 publications, including journals in the social sciences fields.
	Canadian Newsstand: Major Dailies	Contains full-text for 17 Canadian daily newspapers.
	Canadian Reference Centre	Provides full-text access to 150 Canadian journals, newspapers and newswires.
	CBCA Fulltext Reference	Indexes a wide range of Canadian journals; 206 of these are available in full text.
	CPI.Q	Provides full-text access to 240 journals; journals are predominantly Canadian.
	Expanded Academic ASAP	Provides access to a wide range of full-text academic journals in humanities and social sciences.
	Humanities Full Text	Access full text articles from 174 journals and article abstracts to 530+ journals in the humanities field.
	Military and Intelligence Database	Provides access to over 7 million journal articles.
	PsycINFO	Provides citations to international literature in psychology and related disciplines.
	Social Sciences Full-text	Provides full-text access to journals and article abstracts for 550+ journals in the social sciences field.

Library Support for the Degree Program

Collections

Humber Library has a strong core book collection in Criminology to support this degree; the collection currently supports the Police Foundations program at Lakeshore and the University of Guelph-Humber degree in Justice Studies at North campus. The book collection for corrections is less strong and needs to be upgraded. Lakeshore Library has a good collection of books in the social sciences field and is sufficient for topics such as group dynamics, counselling, human rights, diversity, and a wide variety of social problems and social work issues.

The core journal collection at Lakeshore needs to be upgraded; ten scholarly journals and the Criminal Justice Abstracts database have been identified as major acquisitions needed to support this degree program. The breadth electives courses are well supported by existing print and online resources.

Humber Library collection statistics

Books (print): 80,000 (N) + 20,000 (L) =	100,000 print book volumes
Books (online):	11,400 online book volumes
Journals (print): 332(N) + 160(L) =	492 print journal subscriptions
Journals (online):	8,260 online journal subscriptions
Databases:	68
DVDs/Videos:	2,784 (N) + 565 (L) = 3,349 items

Services

The Lakeshore Library has been recently renovated and now has more capacity to handle larger print collections, more computers and increased student study space. The total square footage is 15,580. Student seating now totals 219. Student computers number 28, and there is wireless capacity throughout the Library. Lakeshore Library's brand new features include 3 individual video/dvd viewing stations, 5 group study rooms (3 of which have high-end computer/multimedia equipment), an adaptive technology room and a multipurpose library instruction/quiet study room. The Library is open seven days a week during the fall and winter semesters. Library staff is available to provide circulation, reference/research support (in person, by phone, email or web chat) and class instruction (upon faculty request). Intercampus loan services (resource sharing among Humber's three campuses) and interlibrary loan services (resource sharing with external libraries) are provided to Humber students and faculty. Students and faculty can also take advantage of the Direct Borrowing Agreement. This agreement allows Humber students and faculty to directly borrow library materials from any Ontario community college library.

The Library's content rich website (<http://library.humber.ca>) provides both on campus and remote access to the Library's catalogue and various online resources. A number of technology enhanced services have been introduced in the last two years including virtual

reference chat, streamed video, a federated search engine, a faculty blog newsletter and online library content (journal articles and databases) embedded into Humber online WebCT courses.

8.2.2 Computer Access

Year	Number of Students (cumulative)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On Site (√)	Other (specify)
1	35	2400	2400	√	
2	78	2400	2400	√	
3	124	2400	2400	√	
4	163	2400	2400	√	
5	180	2400	2400	√	

Note: These computers are in open access labs available to all students at Humber.

8.2.3 Classroom Space

Year	Number of Students (cumulative)	Number of Classrooms*	Location of Classrooms	
			On Site (√)	Other (specify)
1	35	1 (40 capacity)	√	
2	78	1 (60 capacity) 1 (30 capacity) 3 (10 capacity)	√	
3	124	2 (60 capacity) 1 (30 capacity) 3 (10 capacity)	√	
4	163	2 (60 capacity) 1 (30 capacity) 3 (10 capacity)	√	
5	180	2 (60 capacity) 1 (30 capacity) 3 (10 capacity)	√	

8.2.4 Laboratories/Equipment

Year	Number of students (cumulative)	Type and Number of Labs	Specifically Equipped Workstations and/or Specialized Equipment*		Location of Laboratories/ Equipment	
			Number	Ratio of Students to Equipment	On Site (√)	Other (specify)
1	35	1 counselling lab			√	
2	78	1 counselling lab			√	
3	124	1 counselling lab			√	
4	163	1 counselling lab			√	
5	180	1 counselling lab			√	

Counselling Lab

The Lab component of the applied courses in the Bachelor of Applied Arts in Criminal Justice requires that students have an opportunity for skill practice. The Counselling Lab is a space dedicated to the School of Social and Community. Training in counseling will be enhanced through the use of two-way mirrors, a viewing gallery and monitoring capabilities through video/audio taping. The Lab will be used for small group practice, skill demonstrations and role play scenarios.

8.3 Resource Renewal

Library

The B.A.A. (Criminal Justice) degree program needs an annual collections budget of \$16,025 to upgrade library collections to meet the specific needs of the degree program. The specific allocation would be as follows:

Books (including reference)	\$4,025*
Journals	\$5,000
Online database	\$5,000
AV resources	\$2,000

* This figure represents \$3,500 for core collections, \$525 for electives

Computer Labs

Humber replaces computer workstations in open access labs every four years. The average age of workstations currently is just over 2 years. Software is upgraded regularly.

Classrooms/Labs

Humber has been working on upgrading its classrooms to create a better learning environment. Classrooms are painted on an ongoing basis. Carpet, window coverings, chalkboards, projection screens and furniture have been replaced and some classrooms have been converted to electronic classrooms.

Classroom upgrades are funded through a variety of programs. Academic Capital has been allocating funds for furniture replacement. All of the classroom furniture at the Lakeshore Campus has been replaced with the exception of one or two classrooms in building L. Physical classroom upgrades have been funded jointly through the Facilities Renewal Grant and the Building Maintenance Budget. Classrooms that have been converted to electronic classrooms have been funded by the Academic Capital Budget as well as through individual school operating budgets.

Humber reviews its classroom inventory annually to ensure that the learning environment remains conducive to a positive learning experience.

8.4 Support Services

Student Services is committed to ensuring that the quality of student life at Humber is conducive to intellectual and personal growth and to the achievement of academic success. Student Services' departments provide advising, counselling and support services to assist all students to achieve their personal, academic and career goals. Qualified and trained staff work directly with individual students and in partnership with faculty and others in contributing to student development.

The functions in Student Services include: Alumni Services, Athletics and Recreation, Awards, Career Services, Chaplaincy, Counselling Services, Disability Services, Health Services, International Student Services, Orientation, Peer Services, Residence Life, Student Responsibilities and Rights and linkage with student government.

Support Service	Brief Description of Service
Counselling Services Overview	Counselling Services assists a diverse community of students to function effectively as individuals and as learners. The primary function of Counselling is to provide students with services that optimize their psychological well-being by addressing their emotional, developmental and adjustment needs thus enabling them to focus on their goals and to achieve academic success. The various domains of Counselling are Academic Advising, Academic Counselling, Career Counselling and Personal Counselling.
Academic Advising	Counsellors assist students to accurately assess their strengths, limitations and abilities and to make academic decisions and plans that will lead to the realization of their life/career goals. Further advisement involves assisting students to identify and work through academic difficulties, teaching skills and strategies to enhance learning, and aiding students to locate resources to research further education options and careers.
Career Counselling	Counsellors assist students in formulating career goals by helping them to identify their interests, skills and aptitudes and by helping them to make the connection between themselves and the qualities and education/training necessary to be successful in their chosen career.
Personal Counselling	Counselling Services offers confidential, professional counselling to help students deal with personal or psychological problems in order to foster personal and academic growth. Areas of expertise include: trauma, relationship issues, stress, anxiety, depression, sexual

Support Service	Brief Description of Service
	harassment, eating disorders, substance abuse and others.
Placement	Career Services offers many different programs and services to assist students in their career planning and job search. The service is provided directly by staff on both a one-to-one and group basis and includes the use of appropriate technology. Programs and services include career and labour market information and resources, employment preparation tools and techniques such as resume writing, interview practice and self-marketing tips as well as a job posting and referral service for part-time, summer and permanent employment. A Graduate Employment Plan provides a systematic service outreach to all graduating students through in-class presentations, the distribution of a Grad Toolkit, and individual student follow-up, where requested, matching service responses to specific needs. Career Services co-ordinates the Work Study Program to assist approximately 900 students to find part-time jobs on campus.
Services for Students with Disabilities	Postsecondary education should be open to every student who is academically qualified. Humber's Services for Students with Disabilities works towards removing physical and educational barriers and encouraging healthy open communication among faculty, staff and students regarding disabilities. To assist the Humber community with its shared commitment to an open, supportive learning environment, the Disability Services Office has produced a Policies and Procedures Manual on Disabilities. In addition, Disability Services staff work directly with students who have hearing, visual, learning, medical, physical or psychological disabilities to arrange accommodations that are intended to offset the effects of the student's particular disability. The goal is to assist students to function as independently as possible within the academic and social context of Humber. Services include assessment, disability-related counselling and support, referral to community agencies, test invigilation, note takers, interpreters, computer assisted technology, learning strategy instruction, advocacy and help with accessing financial resources to cover the cost of equipment and services.
Tutoring	Humber's Peer Tutoring program offers one-on-one assistance to any student who wants to improve his/her grades. Extra practice and review of previously taught material is provided by fellow students outside of

Support Service	Brief Description of Service
	<p>regularly scheduled class time. Tutors are students who have demonstrated high levels of competence in the subject to be tutored and they have the necessary interpersonal skills to be effective tutors. Tutors receive specific training in teaching and group skills, and they are monitored and supported by Humber staff during their employment as tutors. Tutors also take on the role of mentors to the students that they work with and in this role they may identify other issues or concerns and either provide peer advice or refer to appropriate Humber services.</p> <p>Tutors are available in all learning labs where they provide on-call support.</p> <p>Humber hires and trains students to provide peer services in many different departments. There are peer Resume Assistants, peer Web Helpers, peer Lab Monitors, peer Guides/Ambassadors, peer Event Organizers, peer Advisors and others.</p>
Student Awards	<p>The Awards Office, with the assistance of an Awards Committee, administers a large program of over 500 donor awards and over 600 College awards that recognize and reward student achievement. The awards are presented at a series of evening celebration ceremonies in October/November each year attended by the donors, parents and friends of recipients and Humber staff, faculty and administrators. The awards are in the form of money, plaques and trophies and educational materials and equipment. Additionally, the Awards Office co-ordinates two events each year that recognize student creative talent with the Juried Art Show and student contribution to student life outside the classroom with the Student Appreciation Banquet.</p>
Alumni Services	<p>While still pursuing their diploma or certificate studies, Humber students are introduced to the benefits of staying connected to the organization after graduation through an alumni affiliation. The Alumni Office offers the usual range of personal and business services, reunion events and publications as well as ongoing access to Humber facilities and services such as the Athletics Centre, the Library and the Career Centre for job search assistance. To further Humber's strategic priority of lifelong learning, an educational and career planning service for Alumni has been developed. The Career Advancement Service offers career coaching/counselling, testing and assessment, the development of a career and educational plan and the</p>


Support Service	Brief Description of Service
	building of a lifelong learning portfolio.
Athletics – Varsity/Intramural	<p>The Athletic Department offers a wide range of quality activities and programs to complement any student’s leisure time and to maximize personal growth in the areas of fitness, recreation, varsity/intercollegiate, intramural, sports and instruction. There is something for everyone whatever the level of individual skill and interest.</p> <p>Varsity/Intercollegiate – for skilled and competitive student athletes dedicated to the pursuit of excellence, men’s and women’s programs are offered in basketball, volleyball, soccer, golf and men’s hockey. Humber’s varsity teams have a history of competing and winning at both the provincial and national level.</p> <p>Intramural Sports and Recreation – There is an organized program of male, female, co-ed and individual activities both of a friendly competitive nature and “just for fun” that includes basketball, volleyball, hockey, swimming, indoor soccer badminton, squash and gymnasium activities.</p> <p>Fitness – Many students take advantage of fitness classes as well as pursuing personal training programs in the Athletic Centre. Jogging, walking and cycling are popular activities on Humber’s extensive system of trails.</p> <p>Instruction – The Athletic Department offers a number of certificate programs in the areas of fitness leadership, outdoor education and coaching. In addition, the Athletic Department provides a range of student support and developmental services including: the Student Athletic Association, a peer leadership organization; the PASS program which provides academic advising and tutoring for student athletes; athletic scholarships, awards, recognition events and part-time jobs for approximately 80 students in the Athletic and Recreation facility.</p>
Chaplaincy Services	<p>The Chaplaincy Service exists to respond to the spiritual needs of students. Humber’s chaplains are committed to an interfaith and intercultural ministry. All contact by appointment, telephone or email is confidential. An Interfaith Prayer Room is available for use by all students.</p>

Support Service	Brief Description of Service
Health Services	Health Services provides the support and resources to enable students to address and solve health problems that may interfere with their ability to learn. Health Services encourages students to take responsibility for their own health and to adopt a healthy lifestyle that will improve their ability to learn. The nurses and physicians of the Health Centre provide primary health care for the treatment of physical illness and the treatment of mental/emotional health. Health Services is also involved in health education, sexual education and preventive medicine.
Residences	Residence Life is a Student Services function within Humber's Residence. The role of Residence Life is to provide not only a convenient, secure living/learning community environment but to also provide highly trained staff and social and educational programs that are responsive to student needs and that support the personal and academic growth of students in residence. The Residence Life staff (a live-in Residence Life Co-ordinator and 20 student Resident Assistants) are responsible for providing counselling, advising, programming, room assignments, conduct monitoring/discipline and emergency response. A Humber Counsellor is assigned to the residence to assist with peer training, counselling/advising and crisis intervention.
Student Government	The more than 15,000 full-time students at Humber are represented by the Humber Students' Federation (HSF) – the official student association elected by all full-time students every year. HSF represents the full-time students of Humber to the provincial and federal governments, Humber Administration, the Board of Governors and various Humber Committees, Task Forces and Councils as they arise. HSF provides a range of services and activities to enhance the campus life experience for students.

8.5 Policies on Faculty

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Faculty Academic/Professional Credential Requirements		
Authority:	Board of Governors	Code:	0202-1 (R)
Contact:	Director of Human Resources	Approval Date:	Feb. 11, 2002
		Revision Date:	Dec 03, 2004
		Approval By:	VP Academic  Dr. Terry Piper

FACULTY ACADEMIC/PROFESSIONAL CREDENTIAL REQUIREMENTS

1.0 Academic Credentials: The faculty teaching all components of the program consist of (a) persons with appropriate qualifications and fields of expertise, and (b) where relevant, practitioners.

1.1 Faculty Teaching in the Professional or Main Field of Study:

All faculty teaching in the professional or main field of study (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline¹

1.2 Faculty Teaching Outside the Professional or Main Field of Study:

All faculty teaching courses outside the professional or main field of study (breadth courses, whether linked or not linked to the main field) (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline.


Any exceptions to 1.1. or 1.2 above must be (a) based on the absence of a related program credential in a university or other extraordinary circumstances, and (b) justified in writing with specific reference to the credential requirements of this policy and approved by the President, or, on explicit delegation, the college's senior academic officer.

¹ The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of studio disciplines where a master's degree in the field/discipline is more typical.

2.0 Verification of Highest Academic Credential Claimed: The college will obtain and hold on file verification, supplied directly to the college by the awarding institution, that the highest academic credential claimed was actually awarded.

3.0 Professional Credentials: Normally, faculty teaching in those fields where a professional accreditation or licence is required will be expected to hold that accreditation or licence to teach. For example, faculty teaching Nursing subjects are required to be registered nurses; faculty teaching accounting are required to hold a CGA, CA, CMA, or the equivalent. In those fields where accreditation is not mandatory, faculty will be expected to hold the related accreditation or commit to pursue it within a five-year period.

4.0 Work Experience: Normally, faculty teaching courses that are directly workplace related are required to have a minimum of five years' appropriate experience in the field.

Title/Subject:	Faculty Evaluation		
Authority:	Board of Governors	Code:	0202-1 (R)
Contact:	Director of Human Resources	Approval Date:	Feb. 11, 2002
		Revision Date:	Dec 03, 2004
		Approval By:	VP Academic  Dr. Terry Piper

FACULTY EVALUATION:

Humber is committed to both educational excellence and to the development of its people. All collective agreement clauses that are specific to faculty evaluation will be aligned with the following evaluation policies, as they apply:

Full-Time Faculty Who Have Completed Probation

- For each faculty member, a minimum of three classes per year will complete the Student Feedback Questionnaires (SFQ). Results are reported to the faculty member and appropriate academic administrators.
- At least every three years, the appropriate academic administrator will conduct a formal review. Elements that may be included in the review consist of:
 - Class visit reports
 - Summary review of student feedback (to include but not be limited to data drawn from the SFQ's)
 - Review of professional development during the period
 - Review of faculty dossier/portfolio which will include
 - Samples of new course outlines or classroom materials
 - Graded student work
 - Other relevant teaching and learning materials
 - Self assessment
 - Professional designations and/or licences

Other potential evaluation tools are available and sample instruments are found in the "Faculty Evaluation Toolkit" (On file and available upon request, Humber 2002)

A written summary of the above will be signed by the faculty member and academic administrator and filed with Human Resources.

Probationary Faculty

- Student Feedback Questionnaires are to be administered to all classes each term. Results are reported to the faculty member and appropriate academic administrators.
- Every four months probationary faculty are to be formally evaluated by an academic manager. These evaluations are to be written, signed by both the faculty member and academic manager and filed with Human Resources. Such evaluations will typically consist of a class visit, review of student feedback questionnaires, and educational materials developed.

Contract Faculty

- Student Feedback Questionnaires are to be administered to all classes each term. Results are reported to the faculty member and appropriate academic administrators.
- A class visit by a coordinator or academic manager will be completed at least once per year.
- Additional review policies may be developed at the school or program level in order to address special circumstances such as clinical, fieldwork, labs, etc.

The above policy is intended to be developmental and not punitive. It is expected that appropriate professional development areas will be identified through this process and a personal professional development plan articulated. Should significant issues or problems become apparent through the review process or other events, it is understood that the academic manager will engage in further assessments and development of a plan to remedy the problems.

Professional Development:

Humber is committed to supporting faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty and promote curricular and instructional innovation. Faculty may also pursue further academic, professional, or technical education or maintain currency in their fields by participating in conferences, meetings, industry placements, job shadowing or exchanges. (Please see the Professional development philosophy statement on file, Humber 2002)

The college supports a range of corporate learning opportunities for faculty to advance this policy:

1. Professional Development Leaves (sabbaticals) - Humber annually grants a minimum of 2% of full-time faculty a sabbatical leave. (See Collective Agreement for details.) Each year a limited number of faculty are eligible to apply for a professional development leave. This may allow them to pursue Humber-approved academic, technical, industrial or other learning opportunities, which will enhance the ability of the teacher, counselor or librarian upon return to Humber.
2. Professional Development Days - All full-time faculty receive 10 days, with a minimum of 5 consecutive days, for professional development activities which are to be mutually agreed upon between the Dean of the School or designate and the faculty member. (See the Collective Agreement for details)
3. Tuition Assistance Program (TAP)
 - a) Faculty wishing to take a Humber course may do so for a considerably reduced rate. (See Collective Agreement for details)
 - b) Faculty wishing to pursue further education external to the college may apply for a tuition reimbursement grant up to a maximum of \$1,000. per year. Any postsecondary credit course is eligible. (Details on file and available upon request, Humber 2002)
4. Secondment Positions - Providing opportunities for faculty to learn more about the college and to acquire or use a different set of skills is one reason Humber makes use of a secondment model. Faculty are seconded from their home teaching area for specified lengths of time to take on different responsibilities or projects. Examples of secondments are: consulting in Professional Development, coordinating the Humber Showcase conference, developing generic skills curriculum, program development, university or secondary school articulation, staff computer training, multi-media course design and development, and college planning.
5. New Faculty Orientation Program –New full-time faculty (probationary) are required to participate in a two-year in-service teacher education program which includes an intensive one-week residential program with micro-teaching sessions, courses in adult education and college issues, a mentorship program and a major educational project. The Faculty Probationary Program at Humber is a mandatory, multi-faceted program that faculty members begin as soon as they are hired full-time. The program is cyclical in nature and can be entered in to at any time. This ensures faculty are provided with the opportunity to meet with the professional development staff as soon as possible, regardless of when in the cycle they begin their employment. An Adult Education Course (18 weeks/3hours/week) is incorporated into this program which is offered during

the fall and winter semesters. The curriculum addresses the preparation, delivery and evaluation of instruction as well as opportunities for the participants to become familiar with current issues and initiatives occurring at Humber.

Assignments are embedded within this component of the program and faculty must identify their individual learning needs. Faculty visit classrooms for observation and report, share issues and effective teaching strategies and present an outline of an educational project to be completed in the second year of their probationary program. There is an expectation that participants will actively engage in an on-line component within the program.

6. Mentorship Programs- A mentorship component is included in both the full and part-time faculty orientation program allowing faculty structured, formal access to an excellent professor. This allows for questions and issues to be discussed in a confidential setting. The mentor may also visit the faculty member's classroom and provides feedback on strengths and suggestions for improvement.

Additional Information on Humber College Professional Development Practices

Humber's Professional Development Office has, for many years, offered teaching staff educational support in numerous ways. This practice will serve us well as we develop applied degree programming. Some optional corporate examples are:

1. Degree Programs – Humber staff are able to participate in on campus degree courses leading to a B.Ed. (Brock University), and M.A. (Central Michigan/OISE/UT) or PhD (OISE/UT). In many instances, Humber faculty have been contracted to teach courses in these programs. This provides them with an additional professional development opportunity.
2. Humber Showcase - The Professional Development Department organizes an annual college-wide professional development day called Showcase at which time a combination of keynote sessions and small workshops highlighting innovative or successful practices are offered. Sponsored yearly by the President's Office, Humber Showcase is a conference which highlights the work of Humber staff. It is a day of academic exchange during which the teaching/learning process receives a primary focus.
3. Professional Development Council - The Council meets several times a semester to identify development needs. This committee sponsors a variety of corporate initiatives and has representation from faculty, support and administration. The council was instrumental in providing the Tuition Assistance Program with its framework and operational processes.
4. International Opportunities - Faculty have opportunities to participate in international projects or exchanges. This provides them the opportunity to work in different cultures and educational settings.
5. Instructional Support Studio – The Center for Learner Support sponsors a small learning lab where staff can obtain the necessary technical support in gaining understanding of a variety of software programs or corporate technology initiatives (WebCT). Faculty participate in these initiatives on an as need basis.

6. Awards and Recognition events - Humber recognizes and celebrates teaching excellence, and curricular and instructional innovation in a number of ways: the annual College Innovator of the Year Awards, the League for Innovation Innovator of the Year Award, and Distinguished Faculty Awards. Distinguished faculty are recognized and celebrated at the annual President's Breakfast. The League Innovator of the Year recipient is sponsored to attend a League conference.
7. Departmental Initiative – Many learning activities are facilitated under the direction and sponsorship of individual schools. Academic Deans are responsible for these initiatives which vary year-to-year as strategic issues are identified.

Professional Development Philosophy Statement (2002)

Humber College values and is committed to supporting and providing professional development opportunities for staff. The College recognizes that an investment in its people is crucial to achieving its mission and goals and to maintaining a positive and productive work environment. The college expects that all professional development activities will:

- Reflect Humber values, be strategic, planned, future-directed and consistent with college goals
- Promote collegial and collaborative work
- Be recognized and supported
- Demonstrate good adult teaching and learning principles and recognize that people learn in a variety of ways
- Be viewed as a shared responsibility between the college and the individual
- Be meaningful and accessible to all
- Enhance employees' knowledge, skill and confidence by supporting life-long learning of employees
- Build on employees' strengths
- Meet the learning needs of the college and of the employee

8.7 Enrolment Projections and Staffing Implications

			Staffing Requirements - Projected			
	Cumulative Enrolment		Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Classroom support technicians	Ratio of Full-time Students/ Full-time Faculty
	Full-time	Part-time				
Year 1	35		1	.6	.3	35/1
Year 2	78		1.8	1.2	.6	43/1
Year 3	124		2.5	1.7	.9	50/1
Year 4	163		3.2	2.2	1.1	51/1

Method used to calculate cumulative enrolment:

Year	Retention Rate	Year 1	Year 2	Year 3	Year 4
		2007/08	2008/09	2009/10	2010/11
1		35	50	60	60
2	80%		28	40	48
3	88%			24	35
4	86%				20
		35	78	124	163

9. Credential Recognition Standard

9.1 Program Design and Credential Recognition

The design of this program is expected to facilitate credit transfer to and credential recognition by other postsecondary institutions. This is based on the content and academic rigour of the program, the expertise of the faculty and the fact that many individual courses offered by Humber are already recognized by universities in Canada, the United States and Australia.

Issues of transferability and equivalence of credit have been a focus of Humber's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other postsecondary institutions. For example, the curriculum designers have compared the proposed curriculum to other baccalaureate-level programs to ensure the curriculum is at a comparable level. Several members of the advisory committee have taught baccalaureate-level courses at other institutions. Additionally, the program content was reviewed in its entirety by Vince Sacco, Professor of Sociology, Queen's University, to assess if the program content was both appropriate for the field of study and at a baccalaureate degree level. He concurred that it met these two criteria and most of the suggestions he had to further strengthen the program were incorporated. A copy of the assessment is included as Appendix 17.

In addition, the breadth courses should, in most cases, be transferable. Many of Humber's existing courses (for example, courses offered through our Liberal Arts and Science Division) have already been recognized by universities such as the University of Guelph, University of New Brunswick, York University, and the Open University of British Columbia as well as various universities in the United States and Australia, as being equivalent to their instruction.

Rigorous assessments have been built into each course of the B.A.A. (Criminal Justice) program including examinations and a variety of assignments such as documented research papers, case analyses, simulations, journals, exams and a capstone research project. These assessment strategies parallel degree course requirements in other jurisdictions and will provide graduates with samples of degree-level work to include in their applications to other postsecondary institutions.

Consultation

University Consultation

Humber has approached a number of universities in Canada and internationally concerning credential recognition for this program. Ontario universities, through a statement issued by the Council of Ontario Universities, have indicated that they will consider graduates of college degree programs on an individual basis (see attached letter). In addition, the following universities have indicated they will recognize the credential for admission to 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

The School will continue discussions with other universities to see if they would consider accepting:

- students of this program as transfer students into an appropriate undergraduate program, as they would consider any other applicant from an accredited degree program, and
- graduates of this program who might apply for admission to an appropriate program at the graduate level, just as they would consider applicants from other accredited degree programs.

Humber fully anticipates that this program will be recognized as equivalent to other accredited degrees in Ontario.

Humber has demonstrated its commitment to developing articulation and transfer credit arrangements with universities and university programs. Evidence of this can be seen in the annual publication of the Humber College University Transfer Guide, available in print upon request and on the web at <http://universitytransfer.humberc.on.ca/>. In addition over the years,

Humber has developed several examples of innovative and extensive credit transfer/recognition arrangements with universities. They include:

- the degree completion opportunity at Thompson Rivers University for graduates of Humber's Music: Jazz Studies program which provides for transfer credit of 95% of their credits required for a degree;
- the University of Guelph-Humber which offers students an opportunity to earn both a diploma and a degree in four years;
- the General Education electives which have been approved by the York University Senate so that students receive credit for them at Humber and then credit for them at York University when they register at York.

In the development of the program, Humber consulted professors from Queen's University and the University of Guelph-Humber regarding the program and whether its content was appropriate to the field and at a baccalaureate level.

Justice Sector Consultation

A number of industry associations were contacted about the program to determine if they believed it was relevant to the profession and to see if they would support Humber's application to offer this degree. Letters of support from organizations are included in Section 6.2.2.

Finally, Humber consulted the advisory committee and surveyed potential employers regarding the need for a baccalaureate program in Criminal Justice and their potential recognition of the credential and support for the program. The advisory committee enthusiastically supported the introduction of a baccalaureate program in Criminal Justice. In addition, 96 percent of employers surveyed indicated they valued possession of a degree when considering the qualifications of new hires. Letters of support from employers are included in Section 14.



July 12, 2007

Joanne McLeod
Program Development Consultant
Planning & Development, C133J
The Humber Institute of Technology & Advanced Learning
205 Humber College Blvd.
Toronto, Ontario CANADA
M9W 5L7

*College of
Health and Human Services
Department of Criminal Justice*

*Mail Stop #119
Toledo, Ohio 43606-3390
419.530.2142 Phone
419.530.2153 Fax
www.hhs.utoledo.edu/cjsw
www.utoledo.edu*

Dear Joanne McLeod:

I received your request to review the proposed Humber Bachelor of Applied Arts degree in Criminology and Corrections.

I have reviewed the degree materials you sent me. It appears to be a well-rounded and excellent program. As such, we would recommend the admission of students who graduate from the proposed Humber Bachelor of Applied Arts degree in Criminology and Corrections and meet our admission standards for regular admission into the Master of Arts in Criminal Justice at the University of Toledo.

With respect to undergraduate transfers, we would also consider students from this program for transfer into undergraduate programs as we would consider other transfer students from accredited postsecondary institutions. Many of the proposed classes are offered as part of our undergraduate criminal justice program. As such, we would recommend that these classes transfer as the appropriate equivalent classes we offer as part of the Bachelor of Science in Criminal Justice at the University of Toledo.

In closing, I recommend the proposed Humber Bachelor of Applied Arts degree in Criminology and Corrections. If you have any questions or need further information, do not hesitate to contact me at your convenience.

Sincerely,

Eric Lambert
Professor and Chair
Department of Criminal Justice
College of Health Science and Human Services
HH 3000, Mail Stop 119
University of Toledo
Toledo, Ohio 43606
419-530-2231 (office)
419-530-2153 (fax)
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UNIVERSITY

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20 July 2007

Ms. Joanne McLeod
Program Development Consultant
Planning & Development
Humber College Institute of Technology & Advanced Learning
205 Humber College Blvd.
Toronto, Ontario CANADA
M9W 5L7

Dear Ms McLeod

Thank you for contacting Charles Sturt University regarding the Humber College Institute of Technology & Advanced Learning's proposed Bachelor of Applied Arts in Criminology and Corrections. As you are aware Charles Sturt University has had linkages with Humber for a number of years in science, health and information technology disciplines.

The Dean, Faculty of Arts has requested that I inform you that after reviewing the information provided for the proposed Bachelor of Applied Arts in Criminology and Corrections, the Faculty is confident that an articulation and/or credit arrangement could be established between our institutions.

As indicated in your correspondence, the course is currently being submitted for to the Ontario Government for approval. Upon approval of the program Charles Sturt University would welcome the opportunity to fully assess the program and work with you to prepare the deals for the appropriate articulation and/or credit arrangements.

I wish you success in the establishment of the program and look forward to working with you in the future to further develop the relationship between our institutions.

Yours sincerely

Sue Moloney
Manager

www.csu.edu.au

The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) Provider Number is 00005F for Charles Sturt University and the Charles Sturt University Language Centre



July 20, 2007 6:46:59 PM

Message

From: ♣ "Martin Silverstein" <Martin.Silverstein@ucfv.ca>
Subject: Re: Recognition of Credential
To: ♣ **Joanne McLeod**
Cc: ♣ "Cherish Forster" <Cherish.Forster@ucfv.ca>
♣ "Lori Moren" <Lori.Moren@ucfv.ca>

Hi Joanne

If you are asking whether we would recognize the degree as meeting the academic requirement for our Masters degree in Criminal Justice, we would recognize the credential.

If you are asking about transfer credit to our Bachelor of Arts in Criminal Justice we would have to look at every course outline in your program in order to evaluate them for transfer credit.

Regards

Martin

Martin Silverstein
Director, School of Criminology and Criminal Justice
University-College of the Fraser Valley
33844 King Road
Abbotsford, BC, V2S 7M9
604-557-4081

>>> "**Joanne McLeod**" <joanne.mcleod@humber.ca> 7/6/2007 4:35 AM >>>
Dear Dr. Silverstein

I am writing to inquire if the University College of the Fraser Valley would recognize a new Bachelor of Applied Arts degree in Criminology and Corrections which the Humber College Institute of Technology and Advanced Learning (Toronto, Ontario) is planning to offer. The Humber College Institute of Technology and Advanced Learning is one of 24 publicly funded colleges in the province of Ontario, Canada. Details regarding Humber and the provincial process for the assessment of degrees offered by the Ontario College Institutes of Technology and Advanced Learning and the Ontario Colleges of Applied Arts and Technology are attached.

Under Ontario legislation, Humber has been granted consent to offer four year honours baccalaureate degrees in applied areas of study. These degrees require the conceptual sophistication, specialized knowledge, and intellectual autonomy

similar to that of honours degree programs found in universities in Ontario and other Canadian provinces, but with the disciplinary content oriented to an occupational field of practice.

The Humber College Institute of Technology and Advanced Learning plans to submit a proposal to the Ontario Government to offer a Bachelor of Applied Arts in Criminology and Corrections. If approved, we anticipate the program will start in September 2009. As part of our application, we have been asked to show evidence that the program design will facilitate the transfer of academic credits to other postsecondary institutions. Since your institution offers programs that may be of interest to students in our proposed program, we would like to ask if your institution would be willing to provide us with a letter indicating if you would consider:

- graduates of this program for admission to an appropriate program at the graduate level, just as you would consider applicants from Canadian public universities and other accredited postsecondary institutions; and/or
- students of this program as transfer students into an appropriate undergraduate program, just as you would any other transfer student from Canadian public universities and other accredited postsecondary institutions.

I have enclosed a brief outline of the proposed Bachelor of Applied Arts in Criminology and Corrections for your information. For your convenience, I have also attached a file with sample text taken from other credit recognition letters.

The Humber College Institute of Technology and Advanced Learning would be very appreciative if you were able to provide this support for our submission. If you have any questions or require any further information, please contact me by email or by phone at 416-675-6622, ext. 4592.

Sincerely,

Joanne McLeod
Program Development Consultant
Planning & Development
The Humber Institute of Technology & Advanced Learning
phone: 416-675-6622, ext. 4592
fax: 416-675-6681
e-mail: joanne.mcleod@humber.ca

Message

Jolliffe, Dr D. <dj39@leicester.ac.uk>

From: "Jolliffe, Dr D." <dj39@leicester.ac.uk>

August 13, 2007 5:07:16 AM

Subject: RE: BAA in Criminology and Corrections

To: Joanne McLeod

Dear Joanne,

The management group and the Department of Criminology believes that your proposed course would meet our criteria. Please let me know what I should do next.

All the best.

Darrick

Dr. Darrick Jolliffe
Senior Lecturer in Criminology
University of Leicester
Department of Criminology
154 Upper New Walk
Leicester
LE1 7QA
United Kingdom



October 2, 2007

VIA ELECTRONIC MAIL

Ms. Joanne McLeod
Program Development Consultant
Planning & Development
The Humber Institute of Technology & Advanced Learning
Toronto, Ontario

Dear Ms. McLeod:

I write in response to your recent letter inquiring whether Southern New Hampshire University will recognize the proposed Humber Bachelor of Applied Arts degree in Criminology and Corrections.

I have reviewed the degree materials you enclosed with your request. It appears the degrees will be four-year Baccalaureate Degrees. As such, Southern New Hampshire University will recognize these degrees and accept graduates of the Humber program for admission to our Justice Studies graduate program to the same extent we consider applicants from other accredited postsecondary institutions.

With respect to undergraduate transfers, Southern New Hampshire University will consider students from the Humber program for transfer into the undergraduate Justice Studies program to the same extent we consider transfer students from other accredited postsecondary institutions.

Please contact me at p.cullen@snhu.edu or 603.668.2211 ext. 3075 with any questions. I wish your program every future success.

Sincerely,

Patrick D. Cullen, JD
Director of Justice Studies



UNIVERSITY OF
BIRMINGHAM

Dean's Office

Dean of Arts and Social Sciences
Professor Stephen Shute
LL.B BCL MA PhD

27 July 2007

Joanne McLeod
Program Development Consultant
Planning & Development
The Humber Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, ON M9W 5L7

Dear Joanne McLeod

Thank you for your email of 6 July 2007 in which you inquire whether the University of Birmingham will recognize the proposed Humber College Bachelor of Applied Arts degree in Criminology and Corrections.

In response, I am pleased to inform you that we would consider graduates from this new programme for admission to an appropriate postgraduate programme run by the University of Birmingham on the same basis that we consider applications from other Canadian public universities. We can also confirm that we would consider students from this programme who applied to transfer into an appropriate undergraduate program here on the same basis that we consider students seeking to transfer from other Canadian public universities.

Yours sincerely

Professor Stephen Shute
Dean of Arts and Social Sciences

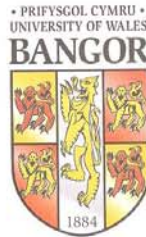
cc Anne Ruston, Academic Quality Unit

University of Birmingham Edgbaston Birmingham B15 2TT United Kingdom
T: +44(0)121 414 5469 F: +44(0)121 414 3149 E: s.c.shute@bham.ac.uk W: www.bham.ac.uk

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Joanne McLeod
Program Development Consultant
Humber Institute of Technology and Advanced Learning
Toronto
Ontario

July 12, 2007

Dear Joanne McLeod

This is in reply to your email of July 6, 2007 in which you inquire concerning whether University of Wales Bangor will recognize the proposed Humber Bachelor of Applied Arts degree in Criminology and Corrections.

Graduate Studies

I have reviewed the degree materials you enclosed with your request. It appears from that information that the degrees will be four-year Baccalaureate Degrees. As such, University of Wales Bangor will recognize those degrees and will accept graduates of this programme for admission to our MA in Comparative Criminology and Criminal Justice programme to the same extent that we consider applicants from other accredited postsecondary institutions. Any such application would go through the checking procedure in our central admissions: from the evidence submitted, it seems likely that they would consider this 4-year degree to be the equivalent of a Bachelor of Arts from a higher education institute in the United Kingdom.

Undergraduate Transfers

With respect to undergraduate transfers, University of Wales Bangor will also consider students from this programme for transfer into undergraduate programmes as we would consider other transfer students from accredited postsecondary institutions.

Please do contact me if you require any further information.

With best wishes

Dr. Julia Wardhaugh
Director of Undergraduate Studies: Criminology and Criminal Justice

Yr Athro/Professor Howard H Davis
Pennaeth yr Ysgol • Head of School



Sam Houston State University

A Member of The Texas State University System

COLLEGE OF CRIMINAL JUSTICE

July 27, 2007

Joanne McLeod
Program Development Consultant
Planning & Development
The Humber Institute of Technology & Advanced Learning
Toronto, Ontario

Dear Ms. McLeod:

This letter is in response to your inquiry concerning whether Sam Houston State University will recognize the proposed Bachelor of Applied Arts degree in Criminology and Corrections which Humber College Institute of Technology and Advanced Learning is planning to offer.

The Office of Undergraduate Admissions has reviewed the degree materials you submitted with your request. It appears from that information that the degrees will be four-year Baccalaureate Degrees. As such, Sam Houston State University will recognize those degrees and will accept graduates of this program for admission to our graduate programs to the same extent that we consider applicants from other accredited postsecondary institutions.

With respect to undergraduate transfers, Sam Houston State University will also consider students from this program for transfer into our undergraduate programs as we would consider other transfer students from accredited postsecondary institutions.

Sam Houston State University has an enrollment of approximately 15,900 students and offers 79 undergraduate degree programs, 48 masters' programs, and 5 doctoral programs. There are five colleges within the university: Arts and Sciences, Business Administration, Criminal Justice, Education, and Humanities and Social Sciences

The College of Criminal Justice ranks among the top programs in the nation. More than 1,900 students select Sam Houston State University each year to obtain their criminal justice degree.

The College currently offers three undergraduate degrees: Bachelor of Arts in Criminal Justice, Bachelor of Science in Criminal Justice, and Bachelor of Arts in Victim Studies. The College also offers a Doctor of Philosophy degree in Criminal Justice, a Master of Arts degree in Criminal Justice and Criminology, a Master of Science degree in Criminal Justice Leadership, a Master of Science degree in Criminal Justice and a Master of Science degree in Forensic Science.

Best wishes with your proposal and do not hesitate to contact me if additional information is needed.

Sincerely,

Vincent J. Webb, Ph.D.
Dean and Director

Sam Houston State University is an Equal Opportunity/Affirmative Action Institution

Huntsville, Texas 77341-2296 • 936.294.1635 • Fax 936.294.1638

10. Regulation and Accreditation Standard

10.1.1 Current Regulatory or Licensing Requirements

Not applicable to this submission.

10.1.2 Letters of Support from Regulatory/Licensing Bodies

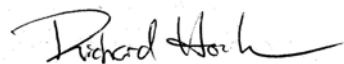
Not applicable to this submission.

11. Program Evaluation Standard

11.1 Periodic Review Policy and Schedule

Humber College

Policy Manual

Title/Subject:	Program Review		
Authority:	Board of Governors	Code:	2002-04-24
Contact:	Associate Vice President, Quality Assurance	Approval Date:	Peer Review Process April 22, 2002
		Amended Date:	April 2005
		Approval By:	Learning Assurance Council and Vice President Academic 

It is Humber's policy to review academic programs every five years through a process of program self-assessment and internal and external review. The process of the review for degree programs is as follows:

- a. A Self Study
- b. Review by a Program Evaluation Committee
- c. Receipt of Report of the Committee

a) The Self Study

Faculty members, program coordinators and administrators of the program complete a self-study. The self-study is managed by the Program Coordinator of the relevant department and the school head. In conformity with the PEQAB requirements, the self study includes an assessment of:

- The strategic fit of the program with the organization's mission, educational goals, and long-range plans.
- The learning outcome achievements of students/graduates by comparison with:
 - the program's stated learning outcome goals and standards;
 - the degree-level standard;
 - the opinions of employers, students/graduates; and
 - the standards of any related regulatory, accrediting or professional association;
- (where appropriate) i) graduate employment rates, (ii) graduate satisfaction level, (iii) employer satisfaction level, (iv) student satisfaction level, (v) graduation rate, (vi) the default rate on the Ontario Student Assistance Program or other student loan plan;

- the continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;
- the continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards;
- the continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program's educational goals and standards;
- the continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards;
- the continuing adequacy of the methods used for evaluating student progress and achievement;
- the efficient and effective utilization of existing human, physical, technological and financial resources;
- indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization; and
- individual student work in the terminal stage of the program, that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the degree level standard has been achieved.

A template for the completion of the self study is provided to the department by the Planning and Development office. Additional data relating to KPI findings and program enrolment is also provided by the Planning and Development office. Focus groups with students are also conducted by this office for inclusion in the self-study data.

b) Review by a Program Evaluation Committee

As per the PEQAB requirements, the committee is identified by the senior administration to evaluate the program based on (a) the self-study and (b) a site visit. For degree programs, the committee is composed of one member from industry, one from a degree program within the discipline, and one from a degree level institution who has experience in doing assessment. Copies of the self-assessment report are distributed to the program evaluation committee prior to the site visit. At the site visit the committee members normally meet with faculty members, students, graduates, employers and administrators to gather information. A majority of the members must be academic peers with relevant expertise from outside the institution and free of any conflict of interest.

A template for the assessment of the program is provided to the Program Evaluation Committee.

c) The Report of the Committee

As per the PEQAB requirements, the purpose of the committee is to assess program quality and recommend any changes needed to strengthen that quality. The self-assessment reports, internal and external review assessments, and the program response are forwarded to the Vice President Academic and the Program Administrators. The results of the program reviews are used to make appropriate planning decisions and changes to the program.


A summary of each review is presented to the Board of Governors with any plans of action required.

12. Academic Freedom and Integrity Standard

12.1.1 Academic Freedom Policy

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Academic Freedom		
Authority:	Board of Governors	Code:	0149
Contact:	Director of Human Resources	Approval Date:	Dec 02, 2004
		Approval By:	VP, Academic  Dr Terry Piper

ACADEMIC FREEDOM

In accordance with Humber's ***Academic Regulations for Bachelor's Degree Programs*** academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in Humber's learning environments. All members including faculty, staff, and students shall support and protect this fundamental principle and work collaboratively to provide an environment of tolerance and mutual respect. Every member of the college should be able to work, teach, and learn, in an atmosphere which is free from harassment and discrimination

Humber requires that its members exercise academic freedom responsibly. Academic freedom does not relieve any member of the college from his/her obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation.

It is recognized that while all employees of Humber have rights as citizens, they should make every effort when speaking or writing as citizens that they are not representing the college on matters of public interest.


Related Policies/Regulations:

- Humber Academic Regulations for Bachelor's Degree Programs
- Humber Code of Ethics
- Humber Policy on Academic Honesty

12.1.2 Academic Honesty Policy

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Academic Honesty		
Authority:	Board of Governors	Code:	0150
Contact:	Director of Human Resources	Approval Date:	Dec 01, 2004
		Approval By:	VP, Academic  Dr. Terry Piper

ACADEMIC HONESTY

Academic honesty is central to the learning environment enjoyed by all members of Humber. Humber expects high standards of education and training and requires that all faculty and staff are committed to scholarly integrity in their professional activities relating to teaching, supervision, research, administrative, and consultative work. When an act of academic dishonesty occurs, it is considered to be an offense against the academic integrity of the learning environment. All members of Humber including faculty, staff, and students are responsible for taking appropriate action when it is believed that an act of academic dishonesty has taken place. Academic dishonesty includes, but is not limited to, the following examples: misrepresentation of personal credentials or achievement, plagiarism, and undisclosed conflicts of interest.

Allegations of Academic Dishonesty Pertaining to Faculty and/or Staff:

Any allegations of academic dishonesty pertaining to faculty or staff shall be made in writing and directed to the President or his/her designate. The President or designate will notify the individual(s) named in the allegation and determine whether an investigation is required. The privacy of all individual(s) will be protected during the complaint process.

Investigation

The President will convene an investigative committee that will determine an investigative procedure suitable to the circumstances. The committee shall report to the President, in writing, as to its findings and the President shall determine the appropriate course of action in accordance with the college's governing policies and agreements.

Allegations of Academic Dishonesty Pertaining to Students:

The college has very specific regulations for students pertaining to acts of academic dishonesty, misrepresentation of personal performance, and damage to the integrity of scholarly exchanges. These are referred to as acts of academic misconduct and are included in detail in the ***Academic Regulations for Bachelor's Degree Programs***. Penalties, investigative procedures and requirements, and documentation of offences for student academic misconduct, are also identified in the ***Academic Regulations for Bachelor's Degree Programs*** (Section 13.4 – 13.6). Faculty members, invigilators and other academic staff members have very specific responsibilities pertaining to the detection and management of student academic misconduct.

Related Policies/Regulations:

- Academic Regulation for Bachelor's Degree Programs at Humber
- Humber Intellectual Property Policy
- Humber Code of Ethics

12.1.3 Academic Honesty Procedure

ACADEMIC FREEDOM AND INTEGRITY - FACULTY AND STUDENTS

Faculty:

Faculty are informed about college policies in a variety of ways. By the time a policy is developed, it has been reviewed by a number of internal operational committees and councils. Humber policies are typically included in faculty orientation sessions and appear on the Humber web site, Intranet and in an internal communications bulletin published by the President's office.


Students:

Regulations pertaining to academic honesty are published in the Academic Regulations for Bachelor's Degree Programs. A copy of the academic regulations pertaining to the degree level programs is sent to all registered students who must respond in writing (see Appendix 13.4.)

12.2 Policy on Intellectual Products

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Intellectual Property – Interim Policy		
Authority:	Board of Governors	Code:	0151
Contact:	VP, Administration	Approval Date:	February 6, 2004
		Approval By:	VP, Administration  John Davies

Humber's policy on intellectual property was adapted from George Brown's policy on Rights and Responsibilities Regarding Intellectual Property and is used with permission. It is also recognized that George Brown's policy was adapted from material prepared by Tufts Computing and Communication Services Department, Tufts University and from material prepared by Steven J. McDonald, Associate Legal Counsel for Ohio State University.

1 INTRODUCTION

Humber College Institute of Technology and Advanced Learning College seeks to encourage creativity and invention among its faculty, students, and staff. Humber invests in this endeavor by making available its own facilities, equipment, personnel, and information resources. Humber also actively seeks specific support for creative activity from external sources, both public and private.

Patents, inventions and creative works developed by individuals at Humber may have commercial as well as scientific and scholarly value. The intent of this policy is to provide for incentives that foster creative activity, and to help assure that any intellectual property produced will be exploited for the benefit of the creators, Humber research enterprise, and the public². To help meet these policy objectives, Humber makes available from the Vice President, Academic office technical and legal assistance in procedures necessary to protect ownership of intellectual property and to aid in its commercial development.

The rights and responsibilities of intellectual property are covered in this policy.

1.1 Goals of Policy

The specific aims of this policy include the following:

² This is in contrast to normal practice in the business world, where works created by employees are usually owned by the employer under work-for-hire rules.

- encourage creativity among the faculty, students and staff ;
- increase the likelihood that ideas, inventions, and creative works produced at Humber are used to benefit the public;
- protect the traditional rights of scholars with respect to owning the products of their intellectual endeavors;
- assure compliance with the provisions of contracts with external sponsors; and
- provide that, when intellectual property is introduced for commercial development, the creator(s) and Humber share any net profits.

1.2 Changes to this Policy

Humber reserves the right to change this policy from time to time. Proposed changes normally will be developed by the Vice President, Administration, in consultation with appropriate representatives or committees of Humber.

2 WHO IS COVERED: COLLEGE PERSONNEL

For purposes of this policy, College personnel refers to College faculty, administrators, office and technical staff, students, visitors, contractors, consultants and all others whose primary work affiliation is with Humber, whether compensated by Humber or not.

2.1 Scope of Coverage

College personnel are covered to the extent that their creative work involves the use of College resources such as space, facilities, equipment, staff, or funds, as stipulated for the particular circumstances described in the sections below "Determination of Rights...." for both patentable and copyrightable material³.

3 WHAT IS COVERED: INTELLECTUAL PROPERTY

All intellectual property produced at Humber by personnel (defined in 2. above) is covered by this policy.

3.1 Definition

Intellectual property shall consist of, for example and without limitation:

- inventions;
- creative works;
- patentable subject matter;
- copyrightable materials;
- know-how, electronic or paper documents;
- software (including source code and object code);
- multimedia or audiovisual materials; and
- photographs.

For purposes of this policy, intellectual property is divided into two categories.

³ As a condition of affiliation with Humber, members of Humber community are bound by all College policies, including this one.

3.2 Patentable Intellectual Property

This includes, without limitation, all inventions, discoveries, know-how (despite the fact that these may not benefit from patent protection) and discoveries or other materials that are patentable under Canadian law (whether or not produced in the Canada), as well as all software that is excluded from "copyrightable material" (whether or not patentable under Canadian law).

3.3 Copyrightable Intellectual Property

This includes, without limitation, all creative works, electronic or paper documents, software (including source code and object code), multimedia or audiovisual materials, and photographs, and any other materials that may be copyrightable under Canadian law (whether or not produced in the Canada). Copyrightable material shall include educational or research software, but shall not include software other than educational or research software.

4 PATENTABLE INTELLECTUAL PROPERTY

4.1 Responsibility for Disclosure of Patentable Intellectual Property

College personnel who alone, or in association with others, create patentable subject matter with any use of College resources are responsible for disclosing the patentable subject matter to Humber. Disclosure must be made when it can be reasonably concluded that a patentable subject matter has been created, and sufficiently in advance of any publications, presentation, or other public disclosure to allow time for possible action that protects rights to the intellectual property for the creator and Humber.

4.2 Determination of Rights to Patentable Subject Matter

Except as outlined below, the creator of patentable intellectual property retains his/her rights, and Humber shall not assert ownership rights.

Humber will assert ownership rights to patentable intellectual property developed under any of the following circumstances:

- Development was funded by an externally sponsored research program or by any agreement which allocates rights to Humber.
- Development required use of College resources (e.g. facilities, equipment, funding) or more than minimal use of College personnel.⁴
- The creator was assigned, directed, or specifically funded by Humber to develop the material.
- Material was developed by administrators or staff in the course of employment duties and constitutes work for hire under Canadian law.

⁴ Humber has rights to patentable material derived from research carried out with any use of its resources. However, patentable material developed independently by the creator outside of normal duties associated with the creator's position and with no use of Humber's resources is vested with the creator and/or with the organization whose resources were used, such as a hospital.

5 COPYRIGHTABLE INTELLECTUAL PROPERTY

5.1 Responsibility for Disclosure of Copyrightable Intellectual Property

In contrast to historical business practice, the tradition of academic institutions is to give staff the right to retain ownership of their copyrightable products. This policy protects that traditional right and staff are not obligated to disclose the creation of copyrightable material, even when the product might have commercial value, unless the material was developed under one of the qualifying conditions listed in the next section (5.2). In this case, the creator is responsible for timely disclosure. However, staff are encouraged to disclose any copyrightable material that has commercial value to the extent that they may wish assistance in copyright protection and marketing in exchange for profit sharing with Humber.

5.2 Determination of Rights to Copyrightable Intellectual Property

Except as outlined below, the creator of copyrightable intellectual property will retain his/her rights, and Humber shall not assert ownership rights. However, creators will be expected to grant non-exclusive, royalty-free, perpetual licenses to Humber for copyrightable material that is developed for College courses or curriculum, so that Humber's continued use of such material for educational purposes would not be jeopardized.

Humber will assert ownership rights to copyrightable intellectual property developed under any of the following circumstances:

- development was funded as part of an externally sponsored research program under an agreement which allocates rights to Humber
- a staff member was assigned, directed, or specifically funded by Humber to develop the material, and Humber has negotiated an understanding or formal contract with the creator
- material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes work as a condition of employment under Canadian law
- the material was developed with extraordinary or substantially more use of College resources than would normally be provided for the creator's employment duties. This might occur as disproportionate use of staff time, networks, equipment, or direct funding.

6 INTELLECTUAL PROPERTY DEVELOPED UNDER SPONSORED RESEARCH AGREEMENTS

Ownership of copyrightable and patentable intellectual property developed pursuant to an agreement with any sponsor will be governed by the provisions of that agreement.

Sponsored research programs funded by private sponsors will generally provide for Humber to retain title to all intellectual property that arises in the course of the research program with the sponsor retaining an option to acquire commercialization rights through a separate license agreement. Government and nonprofit sponsors generally allow rights to intellectual property

that arises from the research program to vest with Humber, subject to certain retained rights held by the sponsoring agency.

7 SPECIAL AGREEMENTS

Since Humber aims to encourage creativity, it reserves the right to allow some flexibility in applying this policy on a case-by-case basis. In such cases, ownership of materials developed pursuant to a special agreement between Humber and the creator will be governed by the provisions of any such agreement.

8 WAIVER OR RETURN OF RIGHTS

Humber may in its sole discretion waive, transfer, or license to the creator its rights in any intellectual property when such action does not conflict with obligations to other interested parties. This could occur for instance, if the costs for protecting and developing the intellectual property are not likely to be matched by anticipated income. If at any time Humber shall terminate its effort to seek protection of intellectual property, or to discontinue commercial development, the inventor shall, upon filing a request with Humber and completing appropriate transfer of rights, be free at his or her expense to seek a patent or copyright, and/or develop, license, and otherwise use the material, subject to Humber's rights to reimbursement of incurred costs and sharing of future royalties, in amounts to be negotiated between Humber and the creator on a case-by-case basis.

9 ADMINISTRATION OF INTELLECTUAL PROPERTY

The Vice President, Administration will be responsible for day-to-day management of all College intellectual property issues, and shall be empowered to negotiate Humber's rights under these policies.

9.1 Disclosure

Intellectual property disclosable hereunder shall be disclosed to the Vice President, Administration, who will be responsible for timely review of all disclosures.

This Office will:

- complete a review of the patentability and marketability of the intellectual property and prepare a recommendation for the Vice President, Administration and Innovation regarding the protection and the commercialization of the intellectual property
- be responsible, working with creators, for obtaining patent, copyright, or other protection of intellectual property owned by Humber hereunder, and for marketing and licensing of all such intellectual property rights
- set up and manage individual expense and income accounts for intellectual property that is vested in Humber under this policy.

College personnel who wish to pursue the commercialization of their independently developed and owned intellectual property through Humber may offer such intellectual property to Humber by disclosing the intellectual property to the Vice President, Administration. The Vice President Administration or his/her designate will evaluate the

commercial potential of the intellectual property and make a recommendation regarding the acceptance of the intellectual property. Acceptance of such intellectual property by Humber will be made at the sole discretion of Humber and will require creator(s) to accept all provisions of this policy, including the assignment of rights and income distributions.

10 INCOME DISTRIBUTION

10.1 Costs and Net Royalty Income

Unless otherwise agreed, Net Royalty Income shall mean gross royalties in the form of cash or cash proceeds whether from the sale of equity or obtained in licensing transactions, less commercialization costs, including but not limited to billed costs for protection of intellectual property, marketing, legal fees and other licensing costs, as well as a share of royalties for non-reimbursed costs as follows: 10% of Net Royalties up to the first \$150,000 and 2% of Net Royalties over \$150,000.

10.2 Distribution of Net Royalty Income

With respect to intellectual property owned by Humber hereunder Net Royalty Income shall be distributed (usually annually) as follows:

- 40% Creator(s) (personal)
- 20% Creator's Department or equivalent unit (for support of research and other creative activity)
- 20% Creator's School (Dean's fund for support of research and other creative activity)
- 20% College (Institution-wide funds for discretionary support of research and other creative activity)

In the event of joint creators, the payments made to the inventor under the above schedule shall be divided equally among the creators, except as may be otherwise agreed to by the creators and approved by the Vice President, Administration.

In the event Humber receives other than monetary consideration in connection with any license, such as equity, such consideration shall be considered Gross Royalties and shall be apportioned according to the above schedule. Any equity received by Humber may be held by Humber until such time that Humber decides to liquidate such equity. Humber has the sole right to determine the disposition of intellectual property in which it has equity. Payments for research or contributions of equipment shall not be considered Gross Royalty Income but shall be the sole property of Humber.

Humber may postpone the distribution of Net Royalty Income when future expenses relating to the applicable technology, such as patent prosecution costs, or an infringement suit, are reasonably anticipated.

10.3 Creator Equity Participation

College personnel who are planning to direct or participate in a research program sponsored by a company in which they hold equity must disclose their equity position,

and agree to periodic review of their participation in the project, by the or her/his designee. The purpose of such review is to assess potential conflicts between company-sponsored research and other research programs undertaken by the creator and to monitor compliance with College policies.

10.4 Conflict Resolution

The Vice President, Administration is responsible for the administration of this policy.

The Vice President, Administration will handle questions regarding the application, interpretation or implementation of the policy, or regarding disagreement among creators concerning assignment of rights or sharing of royalties.

Disagreement with any determination made by that Office may be directed to the Vice President, Administration and Innovation or his/her designee for a final determination.

11 USE OF HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING NAME, MARK, OR INSIGNIA

The Humber College Institute of Technology and Advanced Learning name, seal, and logo may not be used:

- in conjunction with any private or commercial enterprise;
- in tandem with the advertisement of any product; or
- by any individual or group promoting itself.

Use of Humber name, seal or logo on letterhead and business cards is standardized and regulated by the Marketing and Communications Department.

Any questions regarding the use of Humber name, seal, or logo in circumstances other than the ones listed above should be referred to the Director of Marketing.

12.3 Policy on Ethical Research Practices

Humber College Institute of Technology and Advance Learning

Policy

Title/Subject:	Policy on Research Contracts, Grants and Fund Administration		
Authority:	Board of Governors	Code:	0152
Contact	Director, Research	Approval Date:	Nov. 20, 2003
		Modification Date:	June 29, 2004
		Approval By:	VP, Academic  Dr. Terry Piper VP, Administration John Davies

POLICY ON RESEARCH CONTRACTS, GRANTS AND FUND ADMINISTRATION

1. INTRODUCTION

In February 2003, the Ontario Ministry of Training, Colleges and Universities (MTCU) designated Humber College as an *Institute of Technology and Advanced Learning* (ITAL). This designation reflects Humber's new role as a provider of four-year baccalaureate degree programs with an applied focus, which complement the College's traditional post-secondary certificate and diploma program offerings. As with other degree-granting institutions in Ontario, Humber is expected by the Ministry to engage in research activities, as part of its ITAL designation, which will advance the knowledge base of the disciplines in which degree programs are offered. Humber is fully committed to meeting this expectation in an ethical and financially responsible manner.

Despite the anticipated benefits to staff and students of engaging in research, obligations associated with research contracts or grant awards can expose Humber to significant financial and legal liability. Therefore, it is necessary to establish a formal review and approval process at Humber that will identify and avoid or limit any liability that might be involved with research contracts or grants.

2. PURPOSE

This policy specifies the terms and conditions by which research contracts and grants will be reviewed and approved and by which research funds will be administered at Humber College Institute of Technology and Advanced Learning.

3. DEFINITIONS

The following definitions, whether used in the singular or plural, will apply in this policy.

“Direct Cost” refers to a cost that is easily and accurately identified in research proposals or contracts. Examples of direct costs include, but are not limited to, wages and benefits of research personnel, materials, supplies, travel, equipment, and rental of space.⁵

“Indirect Cost” refers to a cost in a research project that cannot be easily identified and charged to a particular research project but which is incurred by the college and allows research projects to take place. Indirect costs can include such financial considerations as: depreciation of building and equipment, maintenance (including utilities, waste disposal, and security), insurance, financial administration (including purchasing and accounting), and libraries.⁶

“Principal Researcher” refers to an individual whose participation is essential to the performance of the research activities supported by the contract or grant. If the Principal Researcher is other than an administrative staff member, a Project Manager will be included in the research project.

“Project Manager” refers to an administrative College staff member who is responsible within the College for the administration of a research contract or grant.

“Research Contract” refers to an agreement to perform research or research-related activities for a sponsor under specified conditions in exchange for payment of direct and indirect costs. Normally, a sponsor requires that certain guidelines be followed with regards to the direction of the research and/or to the use or publication of research results. Sponsors of research may include private companies, federal government departments (e.g., Human Resources Development Canada) or federal funding agencies (e.g., Canada Foundation for Innovation), and provincial government ministries (e.g., Ministry of Training, Colleges and Universities) or provincial funding agencies (e.g., Ontario Innovation Trust).⁷

1.

“Research Grant” refers to a fund provided in aid of the independent research activities of a faculty or staff member. Normally, grant recipients are only required or expected to use the funds as outlined in the grant proposal and to contribute the results from the research to the public domain without undue delay. Grant programs may be offered by federal or provincial agencies (e.g., Social Sciences and Humanities Research Council, Workplace Safety and Insurance Board), non-profit organizations, or foundations (e.g., Ford Foundation, Fulbright Foundation).⁸

Endnotes

⁵ Adapted from University of Toronto’s *Policy on Research Contracts and the Recovery of Indirect Costs of Research*.

⁶ Adapted from University of Toronto’s *Policy on Research Contracts and the Recovery of Indirect Costs of Research*.

⁷ Adapted from University of Ottawa’s policy on *Grants and Contracts Administered by the University*.

⁸ Adapted from University of Ottawa’s policy on *Grants and Contracts Administered by the University*.

4. SCOPE

This policy applies to all research contracts and grants that propose the use of any of Humber's services or resources (including human, physical, and financial).

5. STRUCTURE OF THE POLICY

Research contracts and grants will be addressed separately in this policy to facilitate ease of reference for individuals interested in the terms and conditions of one or the other. Details concerning research contracts will be specified in section 6 and details concerning research grants will be specified in section 7.

6. RESEARCH CONTRACTS

6.1 Policy

Any Humber staff member who wishes the College to enter into a research contract with another organization will prepare a proposal for internal review and approval as outlined in section 6.5 below. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as intellectual property policy), and any liability associated with the proposed contract.

6.2 Research Contract Proposals

Proposals must contain, at a minimum, the following details or items:

- the name of the Principal Researcher (and Project Manager, if applicable) and the names and roles of other individuals directly involved in the research;
- a description of the major activities and timelines of the research;
- the names of partnering agencies, organizations, or companies (if any), details about their role in the research project, and any potential benefits or liabilities associated with their participation in the research project;
- a list of College services and resources (including human resources) to be used during the research and how they will be used;
- the terms for rights to ownership and exploitation of intellectual property resulting from the research;
- a budget for the project that includes direct and indirect costs;
- the signature of the Principal Researcher (and Project Manager, if applicable) and a statement indicating that s/he understands and agrees to the terms and conditions outlined in the proposal and accepts responsibility for the contract, as stipulated in subsections 6.3 (and 6.4, if applicable) of this policy, should it come into effect; and
- the resume of the Principal Researcher (and Project Manager, if applicable) included as an attachment.

6.3 Principal Researcher's Responsibilities

The Principal Researcher identified in the research proposal will be responsible for the following after the proposal has been approved and the contract has been secured:

- the performance and completion of the work, including submission of reports and other deliverables according to the terms and conditions outlined in the contract;
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality; and
- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract.

If the Principal Researcher is an administrative staff member, he or she will also be responsible for:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

6.4 Project Manager's Responsibilities

In all cases where a Project Manager is required, the Project Manager will be responsible for the following after the proposal has been approved and the contract has been secured:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

If a Project Manager is included in a research project, he or she will share responsibility with the Principal Researcher for the following:

- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract; and
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality.

6.5 Approval Process for Contract Proposals

Research contract proposals require (1) School/Department Approval, (2) Research Department Approval, and (3) Executive Approval, which must be obtained in the sequence listed. The following subsections provide details about each type of approval.

6.5.1 School/Department Approval

Research contract proposals require initial approval by the Dean(s) of the school(s) or department(s) of the individual(s) proposing the research contract. Approval by the Dean(s) verifies that the terms and conditions of the research contract are suitable to the school(s) or department(s) but does not represent final approval for entering into a research contract. Formal approval provided by the Dean(s), by signature, will constitute:

- acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- assurance that the research will be accommodated within the constraints of the available College facilities and resources;

- assurance that the research will not interfere with the other responsibilities at the College of the Principal Research (and Project Manager, if applicable); and
- acceptance that the school or department will be financially responsible for covering all shortfalls in revenue resulting from failure to submit deliverables to the contracting organization and for all overspending on contract accounts.

• Contract proposals that obtain School/Department Approval will be forwarded to the Research Department for review and approval before it is forwarded for Executive Approval.

6.5.2 Research Department Approval

The Research Department will review the research contract proposal to ensure that:

- (1) it is consistent with Humber's Research Plan;
- (2) it conforms to applicable institutional policies, including ethics and intellectual property policies; and,
- (3) all appropriate, relevant, elements are addressed in the proposal and that complete details are provided.

Formal approval provided by the Director, Research, by signature, will constitute that the preceding three criteria have been met in advance of executive review.

6.5.3 Executive Approval

The signature of an authorized official is required at Humber for final approval of all contracts. For this policy, the signatures of the Vice President (VP), Academic and VP, Administration will be required for final approval to enter into a research contract.

As authorized officials responsible to the College's Board of Governors, the VP, Academic and VP, Administration will use their discretion regarding implications of the research contract proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research contract proposals, the VPs, at their sole discretion, may seek counsel about, propose modifications to, or reject the research contract proposal, as deemed necessary.

6.6 Record Keeping

The Director, Financial Services and Planning, will keep on file an original of authorized research contracts. The Director, Research, will maintain a copy of authorized research contracts.

6.7 Management of Funds

After a contract has been approved, the Principal Researcher (if an administrative staff member) or Project Manager will be responsible for research contract funds and will authorize expenditures in accordance with the budget outlined in the contract. Financial Services and Planning will establish an account for the research contract funds and will provide accounting services for the funds, according to generally accepted accounting principles. Financial Services and Planning will also provide an audited financial statement of the contract fund accounts, as may be required.

6.8 Recovery of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research contracts, where permitted by the funding agency or sponsor. The indirect costs will be calculated at 40% of the total direct costs of the project. Also, the VP, Academic and VP, Administration have the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate.

6.9 Allocation of Indirect Costs

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues;
- 50% to the development fund of the Principal Researcher's department or school.

6.10 Change in the Status of Grant or Award Holders

The Dean shall immediately notify the Director of Research of any change in the employment status of a grant or award holder (i.e., Principal Researcher) so that the appropriate sponsoring agencies can be notified in a timely manner.

7. RESEARCH GRANTS

7.1 Policy

Although grants normally come with fewer obligations compared to research contracts, they often involve substantial use of institutional resources and sometimes require a financial contribution made by the host institution in order to qualify. Therefore, any Humber staff member who wishes to apply for a research grant will prepare a proposal for internal review and approval as outlined in section 7.5 below. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as intellectual property policy), and any liability associated with the proposed grant proposal.

7.2 Research Grant Proposals

Proposals must contain, at a minimum, the following details or items:

- the name of the Principal Researcher (and Project Manager, if applicable) and the names and roles of other individuals directly involved in the research;
- a brief description of the proposed research and its timelines;
- a brief description of how the funds from the research grant will be used;
- a list of College services and resources (including human resources) to be used during the research and how they will be used;
- the terms for rights to ownership of intellectual property resulting from the research; and
- a copy of the project budget that includes provisions for the recovery of indirect costs, where permitted by the granting agency; and
- the signature of the Principal Researcher (and Project Manager, if applicable) and a statement verifying that s/he accepts responsibility for the proposed research and other

responsibilities, as stipulated in subsection 7.3 (and 7.4, if applicable) of this policy, should the grant be awarded.

7.3 Principal Researcher's Responsibilities

The Principal Researcher will be responsible for abiding by the terms and conditions outlined in the grant proposal. Specifically, the Principal Researcher will assume responsibility for:

- the performance and completion of the work;
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality; and
- ensuring that the Dean and VPs, who provided approval for the grant proposal, are informed as soon as possible of any circumstances which could prevent satisfactory completion of the research.

If the Principal Researcher is an administrative staff member, he or she will also be responsible for:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

7.4 Project Manager's Responsibilities

In all cases where a Project Manager is required, the Project Manager will be responsible for the following after the proposal has been approved and the grant has been secured:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

If a Project Manager is included in a research project, he or she will share responsibility with the Principal Researcher for the following:

- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract; and
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality.

7.5 Approval Process for Grant Proposals

Research grant proposals require (1) School/Department Approval, (2) Research Department Approval, and (3) Executive Approval, which must be obtained in the sequence listed. The following subsections provide details about each type of approval.

7.5.1 School/Department Approval

Research grant proposals require initial approval by the Dean of the school or department of the individual applying for the grant. Approval by the Dean verifies that the terms and conditions of the proposed research outlined in the grant application are suitable to the school or department but does not represent final approval for submission of grant applications. The Dean's formal approval, provided by signature, will constitute:

- acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- assurance that the research will be accommodated within the constraints of the available College facilities and resources;
- assurance that the research will not conflict with the other responsibilities at the College of the Principal Researcher (or Project Manager, if applicable); and
- acceptance that the school or department will be financially responsible for covering all shortfalls in revenue resulting from overspending on grant accounts.

Grant proposals that obtain School/Department Approval will be forwarded to the Research Department for review and approval before it is forwarded for Executive Approval.

7.5.2 Research Department Approval

The Research Department will review the research grant proposal to ensure that:

- (1) it is consistent with Humber's Research Plan;
- (2) it conforms to applicable institutional policies, including ethics and intellectual property policies; and,
- (3) all appropriate, relevant, elements are addressed in the proposal and that complete details are provided.

Formal approval provided by the Director, Research, by signature, will constitute that the preceding three criteria have been met in advance of executive review.

7.5.3 Executive Approval

The signature of an authorized official is required at Humber for final approval of all research grant applications. For this policy, the signatures of the Vice President (VP), Academic and VP, Administration will be required for final approval to submit grant applications. Furthermore, the VPs will only review and consider research grant applications that have been signed by the Principal Researcher and Dean.

As authorized officials responsible to the College's Board of Governors, the VPs will use their discretion regarding implications of the grant proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research grant proposals, the VPs, at their sole discretion, may seek counsel about, propose modifications to, or reject the research grant proposal, as deemed necessary.

7.6 Record Keeping

The Director, Financial Services and Planning, will maintain an original of approved research grant applications. The Director, Research, will maintain a copy of approved research grant applications.

7.7 Management of Funds

After a grant proposal has been approved, the Principal Researcher (if an administrative staff member) or Project Manager will be responsible for grant funds and will authorize expenditures in accordance with the budget outlined in the grant proposal.

Financial Services and Planning will be authorized to open an account for the research grant fund and will provide accounting services for the fund, according to generally accepted accounting principles.

7.8 Recovery of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research grant proposals, where permitted by the granting agency. The indirect costs will be calculated at 40% of the total direct costs of the project. Also, the VP, Academic and VP, Administration have the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate.

7.9 Allocation of Indirect Costs

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues;
- 50% to the development fund of the Principal Researcher's department or school.

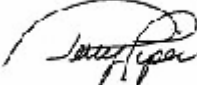
7.10 Change in the Status of Grant or Award Holders

The Dean shall immediately notify the Director of Research of any change in the employment status of a grant or award holder (i.e., Principal Researcher) so that the appropriate sponsoring agencies can be notified in a timely manner.

8. POLICY ADMINISTRATION

The Director, Research will be responsible for the administration of this policy and to monitor its effectiveness. The Director will provide an annual report to the Applied Research Council and the VP, Academic and VP, Administration about the effectiveness of this policy to accommodate research proposals, which may include recommended changes to the policy that are considered necessary. Any changes to this policy will require approval by Humber's Board of Governors.

Ethical Research Practices

Title/Subject:	Policy and Procedures for Research Involving Human Subjects		
Authority:	Board of Governors	Code:	0153
Contact	Director, Institutional Research	Approval Date: Updated	Nov 20, 2003 June, 2005
		Approval By:	VP, Academic  Dr. Terry Piper

See following pages.

**POLICY AND PROCEDURES FOR
ETHICAL REVIEW OF RESEARCH INVOLVING HUMANS**

**DEVELOPED BY
THE COLLEGE RESEARCH COMMITTEE (CRC)**

August 2004
Revised: March 6, 2006

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Humber Institute of Technology and Advanced Learning

POLICY AND PROCEDURES FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMANS

1. INTRODUCTION

The purpose of ethical review is to ensure that the rights of humans that participate in research are respected and that such research is conducted ethically. Humber Institute of Technology and Advanced Learning is committed to ethical conduct in all of its research activities, including research involving all *members of the Humber community**, whether as a researcher or participant / subject in primary or secondary research.

The ***Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*** has been adopted as the basis for ethical review conducted at Humber. Furthermore, the policy and procedures outlined in this document are based on the Tri-Council Policy Statement (TCPS). Members of the Humber community who wish to conduct research or individuals or groups outside of Humber who wish to conduct research involving members of the Humber community are advised to thoroughly review the TCPS and this policy when preparing an application for ethical review. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

2. TERMS AND DEFINITIONS

The following terms and definitions, whether used in the singular or plural, will apply in this policy.

* The term “Members of the Humber Community” is used in this policy to refer to any individual categorized and functioning in the role of employee or student, regardless of status. This term also applies to any individual who is affiliated with Humber through participation (voluntary or otherwise) in Humber clubs or services (e.g., children in Humber’s daycare centre). As it regards students, members of the Humber community includes, but is not limited to, full-time, part-time, and visiting students. As it regards employee, the term covers all three employee or staff classifications (administration, faculty, and support) and any employment or affiliation status that may be found at Humber, which includes, but is not be limited to, full-time, part-time, and contract. As it regards faculty, the status covered by the term also includes, but is not limited to, sessional and visiting faculty.

“Primary Research” refers to information that is collected directly from participants/subjects, regardless of the method used to collect the information.

“Secondary Research” refers to the collection of information about human subjects from existing records collected for purposes other than for the research itself.

2.

3. PROVIDING ETHICAL REVIEW AT HUMBER

3.1 Mechanism for Ethical Review

A **Research Ethics Board (REB)** has been established to provide ethical review at Humber, in accordance with article 1.3 of the TCPS. The REB will have the appropriate financial and administrative independence to fulfill its primary duties.

3.2 Authority of the REB

The REB is responsible for conducting an ethical review of any research activity that involves individuals categorized and functioning in the role of employee or student (i.e., members of the Humber community). This applies regardless of where the research takes place (whether in Canada or in other jurisdictions or countries) and whether the involvement is as a researcher or participant / subject in primary or secondary research. The REB is also responsible for reviewing research that is proposed to involve human remains, cadavers, tissues, biological fluids, embryos or fetuses.

The REB will review and make decisions about whether or not research that is proposed to involve members of the Humber community can be conducted. This decision will be based on the ethical considerations involved in each proposal according to the principles and guidelines outlined in the TCPS.

The REB must approve proposals before research can begin or before funding can be received, if funded. The REB has the authority to approve, reject, propose modifications to, or terminate, any proposed or ongoing research involving members of the Humber community.

Any individual or group that wishes to conduct research involving members of the Humber community is advised to thoroughly review the TCPS, as well as the policies and procedures in this document, when preparing an application for ethical review. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

3.2.1 Ongoing Review

As well as reviewing new research proposals, the REB will review the ethical conduct of approved research activities involving Humber through *notices of change to research design*, *notices of research completion*, and *annual renewal of continuing research projects* (refer to section 6, Review of Ongoing Research, for more details).

3.3 Individuals, Groups & Activities Subject to Review

The following list of individuals, groups, and research activities subject to ethical review is intended to be illustrative and not exhaustive.

A submission to Humber's REB should be made whether:

- the research is conducted by students for personal interest, as part of course work, or for other reasons

- the research is conducted by faculty independently or as part of a team of researchers for personal interest, academic, professional, or other reasons
- the research is conducted by graduate students and doctoral candidates who are not otherwise affiliated with Humber
- the research is conducted by graduate students and doctoral candidates who are affiliated with Humber
- the research is multicentered (e.g. team projects involving more than one institution; research participants are from more than one institution or location; researcher is affiliated to more than one institution)
- the research is funded or not
- the funding is from internal or external sources
- the participants/subjects are from inside or outside Humber
- the participants/subjects are paid or unpaid
- the research is conducted inside or outside Canada (e.g. ethical review is conducted by Humber's REB and the group or body with legal responsibility for ethical review within another country or jurisdiction)
- the research is conducted inside or outside Humber
- the research is conducted by individuals not associated with Humber
- the research is conducted in person or remotely (e.g., by mail, electronic mail, fax, or telephone)
- the information is collected directly from participants/subjects (primary research) or from existing records not in the public domain (secondary research)
- the research is to be published or not
- the focus of the research is the participant/subject
- the research is observational, experimental, correlational, or descriptive
- a similar project has been approved elsewhere or not
- the research is a pilot study or a fully developed project
- the research is to acquire basic or applied knowledge
- the research is to develop skills and/or advance practice
- the research is primarily for teaching or training purposes, or the primary purpose is the acquisition of knowledge.

3.4 Exemptions from Ethical Review

Ongoing research that is conducted to facilitate the management of Humber, its programs and services as part of its normal operation--such as first-year student surveys, course evaluations, student evaluations--and data collection mandated by the provincial government for quality assurance--such as *Key Performance Indicator* surveys--DO NOT require a review by the REB⁹.

4. THE STANDARD OF MINIMAL RISK

The Tri-Council Policy Statement outlines the standard of **minimal risk**, which provides the basis for two primary types of ethical review: **full review** and **expedited review**. The Tri-Council Policy defines minimal risk as follows:

⁹ Adapted from Appendix 2, Article 1.1 (d), Tri-Council Policy Statement and Algonquin College's *Ethics In Research* statement.

If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk. Above the threshold of minimal risk, the research warrants a higher degree of scrutiny and greater provision for the protection of the interests of prospective subjects. (Section 1, C1, Tri-Council Policy Statement)

5. TYPES OF ETHICAL REVIEW

5.1 Full Review

Individuals or groups who believe their proposed research **does not** meet the standard of **minimal risk** will submit their application to the REB for a full review.

5.1.1 Application Procedures – Full Review

Applicants submitting proposals for full review will be required to submit:

- (a) an *Application for Research Involving Human Subjects* that has been signed and dated by the researcher(s) involved (see Appendix A);
- (b) a sample *Information Letter* and *Free and Informed Consent Form*, if applicable to the proposed research (see companion document, Appendix B, *Guidelines for Free and Informed Consent*); and
- (c) a brief cover letter addressed to the Chair of the REB that clearly outlines the ways in which the proposed research is **beyond** the standard of **minimal risk** (see Appendix C).

All submissions are to be sent to the Research Department, North Campus, Humber Institute of Technology and Advanced Learning, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. Fax # (416) 675-6681.

5.2 Expedited Review

The REB may provide an **expedited review** of research proposals that meet the standard of **minimal risk**. For expedited review, the Chair of the REB, or other individuals designated by the REB, may approve and provide a statement of approval for applications that are confidently expected to involve no more than minimal risk. Where the Chair, or designated official, believes the application does not clearly meet the standard of minimal risk, the application will be brought to the REB for a full review.

All applications that are approved through expedited review will be reported in a timely manner to the full REB in order for the REB to maintain surveillance over the decisions made on its behalf¹⁰.

¹⁰ The procedure outlined for expedited review is adapted from Section D1, Article 1.6, Tri-Council Policy Statement.

5.2.1 Application Procedures – Expedited Review

Individuals who believe their proposal meets the standard of minimal risk will be required to submit:

- (a) an *Application for Research Involving Human Subjects* that has been signed and dated by the researcher(s) involved (see Appendix A);
- (b) a sample *Information Letter* and *Free and Informed Consent Form*, if applicable to the proposed research (see companion document, Appendix B, *Guidelines for Free and Informed Consent*); and
- (c) a brief cover letter addressed to the Chair of the REB (or the designated official) that clearly states that you believe your research proposal meets the standard of minimal risk (see Appendix D).

All submissions are to be sent to the Research Department, North Campus, Humber Institute of Technology and Advanced Learning, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. Fax # (416) 675-6681.

5.3 Types of Expedited Review

The REB may provide three types of expedited review: *School Level Review*, *Expedited Review by Chair of REB*, and *Annual Renewal*. The first two types of expedited review are intended for different individuals or groups based on their affiliation with Humber. The third type of expedited review focuses on the status of on-going research. Details of all three types of expedited review are as follows.

5.3.1 School Level Review

In accordance with article 1.4 of the TCPS, a School Level Review (SLR) mechanism has been established that allows academic Schools to provide ethical review of their students' or faculty's proposals for research involving humans that students carry out as part of their course work. This mechanism is not for research conducted by students as part of a faculty member's own research.

For SLR, the REB has established criteria for determining which categories of research proposal are suitable for consideration through this mechanism, which are outlined below in **Appendix E**, *Guidelines for Determining Whether Ethical Review is Required for Course-Based Projects or Activities*.

Guidelines and application procedures for course-based research are outlined in **Appendix F**.

Those within academic school responsible for providing SLR will report their activity in a timely manner to the REB.

5.3.2 Expedited Review by Chair of REB

The Chair of the REB may provide expedited review for research projects carried out by individuals or groups of researchers (other than Humber students) that involve no more than minimal risk.

5.3.2.1 Common Cases of Expedited Review by Chair of REB – Requests by Graduate Students and Doctoral Candidates

Graduate students and doctoral candidates who have had their proposals reviewed by their own university's REB **must** also have their proposal reviewed by Humber's REB. A copy of the university's REB approval is required with the submission to Humber's REB.

5.3.3 Annual Renewal

An up-date on the status of research must be provided to the REB at least once every twelve months (until the research is complete) for any research that continues beyond a one-year period. This is required for research proposed to take more than one year to complete, as well as any research originally expected to be complete within one year, but which continues beyond a year.

With annual renewal, it is **expected** that there has been no change in the research design specified in the most recent proposal approved by the REB. Where there has been no change in the research design, this will be stated explicitly in writing in a brief memo from the principal researcher addressed to the Chair of the REB.

6. REVIEW OF ONGOING RESEARCH

The REB will review the status of ongoing research to verify that it conforms to the research proposal approved by the REB. The principal researcher will be responsible for providing any of the following types of up-dates that may apply to them during the life of the research. The three primary types of up-dates are: **annual renewal**, **notice of change to research design and/or methods**, and **notice of research completion**.

6.1 Annual Renewal

Annual renewal serves as a mechanism for expedited review and provides the opportunity for the REB to review the status of on-going research. See subsection 5.3.3 for a full description of annual renewal.

6.2 Notice of Change to Research Design

The principal researcher will immediately notify the Chair of the REB in writing of any changes to the research design and/or methods specified in the most recent proposal approved by the REB. The principal researcher will identify and explain in writing the way in which the research design has changed and clearly state whether the change **meets or is beyond** the standard of **minimal risk** (outlined in section 4 above). When the research exceeds the threshold of minimal risk, the REB may need to conduct additional reviews.

6.3 Notice of Research Completion

The principal researcher will promptly notify the Chair of the REB in writing of the completion of research within one month of completion. Within this written communication, the principal researcher will:

- (a) identify the number of subjects who participated in the research, and
- (b) detail any adverse effects observed that was associated with subjects' participation in the research.

7. APPLICATION REQUIREMENTS

Administrative approval is required to access members of the Humber community as prospective research participants and must be obtained before an application for ethical review is accepted.

Administrative approval alone does not constitute permission to conduct the proposed research. In addition to administrative approval, Humber's Research Ethics Board must approve the proposed research project.

7.1 Administrative Approval

Administrative approval must be obtained from the appropriate individual responsible, as outlined in items 1 to 3 below, under the heading, *Administrative Approval*.

- You must provide the individual responsible for administrative approval with a 1-2 page outline of your project that includes, at a minimum, the following details:
 - A brief description of the proposed research project;
 - The number and a description of the prospective research participants sought;
 - The proposed method of recruiting prospective research participants (please refer to subsection ? for details on limits to and examples of acceptable recruitment methods and); and
 - The project timelines.
- Documentation of administrative approval for access to members of the Humber community must be included with the ethical review application.
- Graduate and doctoral students, in addition, must include with their application approval notification from their home institution's Research Ethics Board.
- Ethical review applications must be completed in full, signed, dated, and include free and informed consent forms (if used) and any surveys or other instruments that are to be used in the research project.

7.2 Individuals Responsible for Administrative Approval

1. Researchers who wish to access Humber faculty, staff or students from more than one academic School or Department as research participants or subjects must seek administrative approval from the VP, Academic. Approval of ethical review applications does not constitute permission to access Humber faculty or students.

2. Researchers who wish to access Humber faculty, staff or students from one academic School or Department as research participants/subjects must seek administrative approval from the appropriate Dean or Department head, or VP, Academic where issues of confidentiality or conflict of interest arise. Approval of ethical review applications does not constitute permission to access Humber staff.

3. Researchers who wish to access other members of the Humber community not listed in items 1 or 2 above should contact the Research Department for assistance with identifying the appropriate party responsible for administrative approval.

8. RECRUITMENT OF RESEARCH PARTICIPANTS

8.1 Limits to Recruitment Methods

In accordance with Ontario's privacy legislation, any personal information collected from individuals by Humber can not be provided to a third party.

Research projects that propose obtaining personal information (e.g., names, email addresses, telephone numbers, etc.) from Humber about members of the Humber community for recruiting research participants will not be considered or reviewed by the REB.

9. FREE AND INFORMED CONSENT

Researchers are required to obtain free and informed consent from each prospective participant or subject they wish to use in their research project or study. In accordance with the Tri-Council Policy Statement, an exception to this requirement of free and informed consent is research conducted through naturalistic observation (refer to article 2.3, TCPS, for details about naturalistic observation). The use of the naturalistic observation method does not exempt a research proposal from ethical review. Researchers who intend to use the naturalistic observation method must have their research reviewed by the REB.

Free and informed consent lies at the heart of ethical research involving human participants. It encompasses a process that begins with the initial contact and carries through to the end of the involvement of research participants in the project. As used in the TCPS, the process of free and informed consent refers to the dialogue, information sharing and general process through which prospective subjects choose to participate in research involving themselves.

Researchers are advised to thoroughly review section 2 of the TCPS, as well as Appendix B of this document, to ensure requirements are met regarding free and informed consent. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

9.1 Research Involving Individuals Not Legally Competent

In accordance with the TCPS, subject to applicable legal requirements, individual who are not legally competent shall only be asked to become research participants when:

- (a) the research question can only be addressed using individuals within the identified group(s); and
- (b) free and informed consent will be sought from their authorized representative(s); and
- (c) the research does not expose them to more than minimal risks without the potential for direct benefit for them.

9.2 Consent Requirement for Individuals Not Legally Competent

For research involving individuals not legally competent to provide consent independently, the REB shall ensure that as a minimum, the following conditions are met:

- (a) The researcher shall show how the free and informed consent will be sought from the authorized third party, and how the subjects' best interests will be protected.
- (b) The authorized third party may not be the researcher or any other member of the research team.
- (c) The continued free and informed consent of an appropriately authorized third party will be required to continue the participation of a legally incompetent subject in research, so long as the subject remains incompetent.
- (d) When a subject who was entered into a research project through third-party authorization becomes competent during the project, his or her informed consent shall be sought as a condition of continuing participation.

9.3 Dissent from Participation of Individuals Not Legally Competent

Where free and informed consent has been obtained from an authorized third party, and in those circumstances where the legally incompetent individual understands the nature and consequences of the research, the researcher shall seek to ascertain the wishes of the individual concerning participation. The potential subject's dissent will preclude his or her participation.

10. RESEARCH IN EMERGENCY HEALTH SITUATIONS

If there is research proposed involving individuals in emergency health situations, the REB will review such applications in accordance with the criteria outlined in article 2.8 of the TCPS.

11. ASSESSMENT CRITERIA AND REB DECISIONS

11.1 Guidelines for Assessing Applications

In accordance with the TCPS, Humber's REB will be guided by considerations regarding the acceptability of a proposed research project involving human participants that include the following:

- Is it clear who is conducting the research and who will be responsible for its supervision and conduct?
- Is it clear who the actual participants will be?
- Is it clear what information will be provided to prospective participants?

- Are prospective participants provided with enough information to make an informed decision about voluntary participation?
- Are participants easily able to provide consent voluntary refuse consent or withdraw from participation at any time?
- Are all procedures outlined clearly and do they adequately protect the integrity and health of human subjects?
- Is confidentiality safeguarded?
- Are the benefits and risks clearly outlined and are the risks outweighed by the benefits?
- Are the purposes and rationale of the research clear?
- Is the research design outlined clearly?
- Is conflict of interest avoided?
- Are any direct benefits to the researcher or participants evident and acceptable?

Individuals preparing applications for ethical review are advised to consult the Tri-Council Policy Statement for more detail about the ethical considerations involved in ethical review. The Statement is available online through the following website:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

11.2 Scholarly Review as Part of Ethical Review

When appropriate, the REB will include scholarly review as part of ethical review in accordance with article 1.5 of the TCPS. (Refer to article 1.5 of the TCPS for criteria used to determine inclusion of scholarly review.)

The REB will conclude that the proposed research has already passed appropriate peer review when it is provided by a funding agency. In the absence of scholarly review by a funding agency, the REB will establish and *ad hoc* independent external peer review.

11.3 REB Decisions

Where feasible, the REB will endeavour to reach decisions by consensus. In accordance with the Tri-Council Policy, in the event that consensus cannot be attained, a decision will be reached under the procedural rules mandated by Humber. The procedural rules at Humber require a simple majority of fifty percent plus one, which will be the standard required in a vote by the REB to approve or reject a research proposal. The principal researcher will be given written communication of the REB's decision (with reasons for negative decisions) as soon as possible.

11.4 Reconsiderations

An applicant has the right to have a negative REB decision reconsidered. The REB responsible for the original rejection will provide the reconsideration. The applicant will be invited to be present to discuss the application with the REB prior to making a decision. If the decision of the REB remains negative, on reconsideration, the applicant may file an appeal with the Research Ethics Appeal Board

11.5 Appeals

A Research Ethics Appeal Board (REAB) will be established to review cases in which the REB decision, after reconsideration, remains negative. Humber's Board of Governors will appoint members to the REAB. Membership and procedures of the REAB will be equivalent in all respects to the REB; however, current members of the REB will not be eligible for membership in the REAB. The REAB has the authority to sustain, modify, or reverse a decision of the REB. Furthermore, the decision of the REAB is final and will be communicated promptly to the applicant and to the REB.

12. CONFLICT OF INTEREST

Researchers and REB members will disclose conflict of interest in accordance with article 4.1 of the TCPS. (Refer to article 4.1 of the TCPS for details regarding conflicts of interest.)

12.1 Conflicts of Interest Involving Researchers

Researchers will disclose actual, perceived or potential conflicts of interests in the ethical review application (Appendix A).

12.2 Conflicts of Interest by REB Members

REB members will disclose actual, perceived or potential conflicts of interest in relation to an ethical review application, which will be noted in the minutes of the REB meeting. REB members that have an actual, perceived or potential conflict of interest will withdraw from the REB when such applications are under consideration.

12.3 Institutional Conflicts of Interest

In accordance with article 4.1 of the TCPS, the REB must act independently and maintain an arms-length relationship with the parent organization to avoid and manage real or apparent conflicts of interest. The institution will respect the autonomy of the REB and ensure that the REB has the appropriate financial and administrative independence to fulfill its primary duties.

13. ALLEGATIONS OF MISCONDUCT

Allegations of misconduct in research will be handled in the manner set out in Humber's policy on *Integrity in Research and Scholarship*.

14. RESEARCH ETHICS BOARD

14.1 Membership

In accordance with the Tri-Council Policy Statement, Humber's REB will consist of at least five members, including both men and women, of whom:

- (a) at least two members have broad expertise in the methods or in the areas of research that are covered by the REB;

- (b) at least one member is knowledgeable in ethics;
- (c) for biomedical research, at least one member is knowledgeable in the relevant law; this is advisable but not mandatory for other areas of research; and
- (d) at least one member has no affiliation with the institution, but is recruited from the community served by the institution.

14.2 Meeting Protocol

The REB will meet regularly to review research applications and to discuss issues pertaining to their mandate. Minutes of the meetings will document clearly all decisions of the REB in reviewing research applications; reasons for rejection of applications shall be recorded with particular care¹¹.

In the case of quorum, the REB will ensure that when there is less than full attendance, decisions requiring full review will be adopted only if members attending possess the range of background and expertise stipulated in TCPS article 1.3.

14.3 Schedule of REB Meetings

The REB will meet once a month, from September to June if needed, or at the call of the Chair during July or August.

15. RESOURCES AND ENDNOTES

The policies of the following institutions and organizations were consulted in developing Humber's *Policy and Procedures for Research Involving Human Subjects*.

- Algonquin College
(<http://www.algonquincollege.com/lowband/services/public/public.htm>)
- Niagara College (<http://www.niagarac.on.ca/info/research/research.html>)
- The Tri-Councils: Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada.
<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>
- University of New Brunswick (<http://www.unb.ca/faculty/forms.html>)

• ¹ Adapted from Appendix 2, Article 1.1 (d), Tri-Council Policy Statement and Algonquin College's *Ethics In Research* statement.

¹¹ Adapted from Appendix 2, Articles 1.7 and 1.8, Tri-Council Policy Statement and the University of New Brunswick's *University Policy on Research Involving Humans*.

- ² The procedure outlined for expedited review is adapted from Section D1, Article 1.6, Tri-Council Policy Statement.
- ³ Adapted from Niagara College's *Research@Niagara* policy statement.
- ⁴ Adapted from Appendix 2, Articles 1.7 and 1.8, Tri-Council Policy Statement and the University of New Brunswick's *University Policy on Research Involving Humans*.

APPENDIX A

APPLICATION FOR RESEARCH INVOLVING HUMAN SUBJECTS

For Use by Internal and External Applicants

Humber Institute of Technology and Advanced Learning

IMPORTANT

You are advised to make note of section 7, *Application Requirements*, and section 8, *Recruitment of Research Participants*, when developing your application.

In addition, applications for ethical review at Humber must be submitted using this form without modification to the format. Questions about this policy and application may be directed to Carlo Mandarino at carlo.mandarino@humber.ca.

Date of Submission:

Date of Revision(s), if applicable:

SECTION I. TYPE OF REVIEW REQUESTED

* Refer to Humber's *Policy and Procedures for Research Involving Human Subjects* for guidance on type of review to request

- Departmental Level Review
 - Expedited Review by Chair
 - Full Review by Research Ethics Board (REB)
-

SECTION II. BACKGROUND INFORMATION

1. Name, Contact Information, and Educational or Other Affiliation of Principal Researcher

2. Name(s) of Other Researcher(s) or Collaborator(s) Involved in the Proposed Research

3. Title of Proposed Research Activity

4. Dates Proposed for Start and Completion of Project

5. List of Funding Sources (including status of funding applied for and approved, if applicable)

AND

Explanation of whether the research, as proposed in this application, will proceed even if funding is not received.

SECTION III. DETAILS OF PROPOSED RESEARCH PROJECT

***Information in this section may be provided in point form**

6. Rationale for the Research and Description of Research Objective(s) (in 10 lines or less)

7. Outline of Research Plan - including description of research design, research methods, location of the research, project timelines, and outline of how human subjects will be used (in 20 lines or less)

8. Description of the Benefits of the Research and Risks to Human Subjects Associated with Participation (in 15 lines or less)

9. Description of Anticipated Results of the Research (in 5 lines or less)

10. Outline of Where Research Results Will Be Reported or Published

11. Explanation of How the Presentation of the Data/Results Will Not Compromise the Anonymity of Human Subjects

12. Description of Any Ethical Implications and Considerations Raised by the Research

13. Value of Research to the Researcher's Discipline/Field and to Society (in 5 lines or less)

14. Description / Characteristics of Your Target Group (number of participants, age range of participants, number of male and/or female participants, and any other relevant characteristics that apply to the research and interpretation of the results).

NOTE: Whether Potential Language or Communication Barriers Exist between Researcher and Prospective Subject(s) and Whether the Researcher Intends to Use Human Subjects Considered Legally Competent Must Be Identified in this Section of the Application.

15. Explanation of How Human Subjects Will Be Selected for the Research

16. Outline of the Method of Gaining Consent and Ensuring Privacy of Human Subjects.

If an Information Letter and Free and Informed Consent Form will be used in the project, copies must be included with this application and attached as an Appendix.

17. Description of Tests, Questionnaires, Interview Protocols, or Other Items Used in the Research (in 5 lines or less)

Copies of Questionnaires or Interview Protocols must be included with this application and attached as an Appendix.

18. Outline of Procedures Available to Human Subject Who Wish to Withdraw From the Project at Any Time in the Research Initiative

19. Description of the Potential for Infringement of Human Rights or Harm to Human Subjects and How Risks Will Be Minimized

20. Outline of Method for Ensuring Privacy of Human Subjects

21. Description of Incentives Offered to Human Subjects for Participating in the Research

22. Description of Researcher's Professional and/or Personal Relationship to Your Target Group(s)

23. Is There a Possibility that the Research Findings Will Be Commercialized? If So, Please Describe How and When You Might Expect This to Happen.

24. Description of Any Actual, Perceived or Potential Conflicts of Interests Related to This Application

25. Outline of How Data Will Be Stored and Destroyed Upon Completion of the Research

Your signature below verifies that you have read and understood Humber's *Policy and Procedures for Ethical Review of Research Involving Humans*. It also verifies that you understand your obligation to conduct research in an ethical manner and to provide any updates, as outlined in section 4 of the Policy, that may apply to your research activities throughout the duration of the research.

_____	_____	<u>PRINCIPAL RESEARCHER</u>
(Print Name)		(Position)
_____	_____	_____
(Signature)		(Date)

_____	_____	<u>Research Collaborator/Co-Investigator</u>
(Print Name)		(Position)
_____	_____	_____
(Signature)		(Date)

APPENDIX B

GUIDELINES FOR FREE & INFORMED CONSENT

Humber's Research Ethics Board (REB) requires that researchers obtain free and informed consent from each prospective subject or participant they wish to use in their research project or study¹². Free and informed consent is normally obtained in writing through the use of a two-part document: an *information letter* and a *free and informed consent form*. A copy of each of these documents must be submitted with the application for ethical review.

- The information letter is intended to provide the prospective subject with the details of your project, with particular emphasis on what participation will involve for the subject.
- The free and informed consent form is used to obtain written confirmation from the subject that s/he has received an explanation of your project, understands what participation will involve, and consents to participate in the research.

Where prospective human subjects may not have the capacity to provide informed consent due to a language or communication barrier or where prospective subjects are not legally competent to provide informed consent, informed consent must be obtained from an authorized third party who may not be the researcher or other member of the research team.¹³ Furthermore, if a participant who has entered into a research project through third party authorization becomes competent during the conduct of the research, his or her informed consent shall be sought as a condition of continuing participation.

- In the case of a language or communication barrier, informed consent must be sought using an interpreter of the prospective human subject's choosing who is fluent in the prospective subject's language of preference or fluency and in the researcher's language of preference or fluency.
- In the case of a prospective human subject who is not legally competent, informed consent must be obtained from an individual who is responsible for decisions concerning the well-being of the subject (e.g. parent, guardian, or care-giver).

Where a third party is used to gain free and informed consent, the design of the information letter and free and informed consent form must reflect this fact.

Designing the Information Letter and Free and Informed Consent Form

Humber's REB requires that you address or include the following 15 items in any information letter that you develop.

¹² In accordance with the Tri-Council Policy Statement, an exception to the requirement of free and informed consent applicable at Humber will be research conducted through naturalistic observation (refer to article 2.3, Tri-Council Policy Statement, for details about naturalistic observation). Please note: use of the naturalistic observation method does not exempt a research proposal from ethical review. Researchers who intend to use the naturalistic observation method must have their research reviewed by Humber's REB.

¹³ Adapted from Dalhousie University's *Submission Guidelines for Faculty and Graduate Thesis Research: Social Sciences and Humanities Research Ethics Board*

1. The name of the principal researcher, co-investigators (if any), and research supervisor (if supervised).
2. The researcher's educational affiliation, or sponsoring agency.
3. The title of the research project (as written on the application to the REB).
4. Notice to the prospective subjects that you have obtained ethical review approval for your project from your home institution (if applicable) and from Humber's REB.
5. A clear statement indicating that the prospective subject is asked to participate in the research project.
6. A clear statement indicating that the subject's participation is voluntary and not binding, and that s/he has the right to decline or withdraw participation at any time without negative consequences.
7. A clear statement of the purpose or goals of the research, description of the procedures that will be involved in the research project and how the goals of the project will be achieved.
8. A clear description of the potential benefits to the prospective subject that may arise from participation, if any.
9. A clear and complete description of what the research subject will be asked to do (including a description of any test or instruments used in the study).
10. A realistic estimate of the expected length of time that the subject would be involved in the study.
11. A clear description of any foreseeable harms to the subject (physical, emotional, or psychological) that may arise from participation, or a statement that there are no known harms anticipated, if that is the case.
12. A clear explanation of how the subject's confidentiality will be protected or of how the subject's anonymity cannot be guaranteed.
13. A clear statement of how the researcher plans to dispose of the data collected during the project.
14. Complete details of any compensation that the prospective subject will receive for participating, including when the subject will be compensated.
15. Details about how the subject can obtain a completed copy of the research results or report.
16. The name and contact information of the researcher and research supervisor/thesis advisor (if applicable), whom the subject can contact at anytime during the project with inquiries or concerns about the research project.

Humber's REB requires that you include the following 4 items in the free and informed consent form that you develop.

1. The title of the research project (as written on your application to the REB).
2. The subject's name.
3. A statement that the subject has read the detailed description of the research project, has had any questions answered to his/her satisfaction, and has agreed to participate in the research project as it has been described.
4. A space for the date and for the subject to print and sign his/her name.

Humber's REB also requires that no statement appear in the information letter or the free and informed consent form that subjects or participants consent to limit or waive their legal rights or that indicates that subjects or participants can or will release the researcher, the researcher's sponsor and/or affiliated institution from liability for negligence.

Example of an Information Letter and Free and Informed Consent Form

The sample below contains an information letter and free and informed consent form that you can use as a template to develop these items for your research project. Electronic versions of these templates may be obtained via the Applied Research conference in FirstClass.

Information Letter

**for
[Title of Research Project]**

Date

Dear Madam/Sir,

I am requesting your voluntary participation in my research project, which is entitled (in bold) _____.

My name is **[Principle Researcher (PR)]** and I am a Master's student in the **[department & school]**. I am independently conducting a qualitative research project, which will fulfill partial requirement for my Master of **[discipline]** degree. This research project is supervised by my advisor, _____, who is professor of **[discipline]** in the **[department & school]**. **[Research supervisor/professor's name]** can be reached at anytime during this research project to verify everything that I outline in this information letter, to answer any questions about the project that you may have, and verify that I have received ethical review approval from my home institution for this project. His/her contact information is listed at the bottom of this letter along with my contact information.

In addition, I have been granted approval to conduct this research by Humber's Research Ethics Board, which you may verify through Humber's Research Department. You may also contact Humber's Research Department to discuss any issues or concerns that may arise regarding your participation in this project.

The purpose of my research project is to learn more about...**[outline details of the purpose]**

What I learn as a result of this research may benefit...**[if applicable, outline how groups may benefit from the research and how the subject may benefit directly]**.

I intend to accomplish the goal(s) of the research by **[specify the general approach to the research, e.g., conduct interviews with approximately x subjects over a x-month period...]** The project will begin...**[specify start and end dates for the research project]**.

As indicated in the opening sentence above, participation in this research project is voluntary and not binding. If you choose to participate, you may decline or withdraw from further participation at any time during the research project without negative consequences.

As a participant in this research project, you will be asked to do the following:

[provide a clear and complete description of what subjects will be asked to do, including a description of any test or instruments used in the study]

Example of Descriptions:

1. Complete a questionnaire to provide background and demographic information (age, gender, education...) **[provide complete details including why this information is collected];**
2. Take part in two interviews concerning **[subject matter of interview]**, which will take place...; and **(continue description of procedures)**

Your participation in all of these activities will take approximately...[specify total amount of time and the amount of time required for each activity].

[Specify whether there are any known harms that might arise from participation for the subject. If there are harms anticipated, specify what they might be, how serious they might be, the probability of occurrence, the precautions that will be taken to minimize the probability of occurrence, and the actions that will be taken to minimize harm if it should occur.]

The information you provide/Your identity...**[explain how confidentiality will be handled in the project].**

Once I have had my thesis/research report accepted by advisor/faculty research committee...**[explain how the data collected about the subject will be disposed].**

Once my thesis has been accepted, you can obtain a free copy of it by...**[specify when and how the subject can obtain a copy of the research].**

You will be compensated for your participation...**[provide details of any compensation that might be offered, including conditions that may apply and when the subject will be compensated].**

I have listed my contact information for you below. Should you choose to participate in the research, you can contact me at any time during the research project with any questions that you have not yet considered. Also listed is the contact information for my Research Supervisor, Professor _____, whom you can contact at any time to verify the accuracy of this information letter.

Thank you for considering participation in my research project.

Sincerely,

**[PR's Name]
[PR's Contact Information]**

**[Research Supervisor's Name]
[Research Supervisor's Contact Information]**

**Free and Informed Consent Form
for
[Title of Research Project]**

I, _____, have carefully read the attached Information Letter for the **[title of research project]**. **[PR's name]** has explained this project to me and has answered all of my questions about it. I understand that if I have additional questions, I can contact **[PR]** at any time

during the research project. I also understand that I may decline or withdraw from participation at any time without negative consequences.

My signature below verifies that I have agreed to participate in the **[title of research project]** as it has been described in the Information Letter. My signature below also verifies that I am fully competent to sign this Consent Form and that I have received a copy of the Information Letter and the Informed Consent Form for my files.

Agreement to Participate

Participant's Signature

Date

Print Name

APPENDIX C

SAMPLE COVER LETTER – FULL REVIEW

Chair, REB
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Ethical Review of **[Title of Project]**

To the Chair of the REB:

In accordance with Humber's application procedures, I am writing to inform you that I believe my research proposal is beyond the standard of minimal risk outlined in your ethical review policy. Based on the guidelines provided by your policy and those of the Tri-Council Policy, the proposed research is beyond the standard of minimal risk in the following ways.

1. **[using an itemized list, provide a clear and complete description for each way in which the proposed research is beyond the standard of minimal risk]**
2. ...
3. ...

Despite the risks that I have outlined...**[provide a clear and complete explanation for why you believe your proposed research should be approved]**

I appreciate the REB's consideration in this matter and look forward to receiving feedback about the status of my application.

Sincerely,

APPENDIX D

SAMPLE COVER LETTER – EXPEDITED REVIEW

Chair, REB
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Ethical Review of **[Title of Project]**

To the Chair of the REB:

In accordance with Humber's application procedures, I am writing to inform you that I believe my research proposal involves no more than minimal risk, as outlined in your ethical review policy and the guidelines provided by the Tri-Council Policy.

I appreciate your consideration in this matter and look forward to receiving feedback about the status of my application.

Sincerely,

APPENDIX E

SAMPLE ADMINISTRATIVE APPROVAL NOTICE

[Date]

Research Ethics Board
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Administrative Approval for the Proposed Research Project of **[Name of Researcher]**

To the REB:

I hereby grant administrative approval for access to **[staff/students/other members of the Humber community]** within my jurisdiction for the purpose of the proposed research as described in the attached project outline. This project outline was provided to me by **[name of researcher]** from **[educational or other project-related affiliation]**.

Regards,

APPENDIX F

Guidelines For Determining Whether Ethical Review Is Required For Course-Based Projects Or Activities

1. Projects That Do Not Require An Ethical Review

Projects and activities that do not require ethical review include:

- Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- Projects involving the use of naturalistic observation where the participants are seeking public visibility and participant confidentiality and anonymity are ensured;
- Practicums or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- Projects where the intent is to use information collected to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- Projects where the intent is to develop skills that are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, interviewing) and the development of generalizable knowledge is not the focus
- Projects where the information gathering processes are part of the normal relationship between the student and the participant(s) (e.g., classroom teacher and student(s); nurse and patient(s); lawyer and client(s)).

2. Projects That Are Eligible for School-Level Review

Student projects that have the following characteristics are subject to review but may be approved through school-level review:

- Projects where primary data is being collected and organized for analysis and distribution or publication;
- Projects designed to answer research questions;
- Projects involving a risk of disclosure, publication, or use of data outside the classroom or outside the organization being studied;
- Projects where students are asked to sign a non-disclosure or confidentiality agreement;
- Projects where students require consent to use individual identifiers in reports or classroom presentations because of confidentiality or privacy concerns;
- Projects where "ownership of information" or "product development" as a result of a project may become an issue.

3. Projects That Require Expedited Or Full Review

Projects that have any of the following characteristics are subject to expedited or full review (depending on the nature of the project) and are not eligible for school-level review:

- Projects that are a direct extension of the course instructor's research;
- Projects involving more than minimal risk as defined by the Tri-Council Policy Statement;
- Projects applicable to a Ph.D. or Masters student's own work;
- Projects involving vulnerable participants, such as children, persons who are not legally competent to consent, mentally incompetent persons, legal wards, or the therapeutically dependent;
- Projects that involve any personal, sensitive or incriminating topics or questions which could put research participants or the researcher at risk;
- Projects that involve deception;

- Projects that involve manipulation of research participant behaviour beyond the range of “normal” classroom activity or daily life;
- Projects that involve physically invasive contact with research participants.

* If you have questions or would like advice about ethical review, please contact Carlo Mandarino at ext. 4943 or Carlo.Mandarino@Humber.ca

APPENDIX G

Guidelines and Procedures for Course-Based Research Activities Involving Human Participants¹⁴

Some Humber courses include class projects or activities designed to develop research skills, which might be carried out by individual students, small groups, or as a single class project. These class projects or activities might not fit the standard definition of research in the sense that the results are not intended for publication or for generalization to other situations. However, if the potential exists for risk to humans who participate in these course-based projects or activities, these projects or activities should undergo ethical review.

Course-based research projects or activities vary in scope but may include:

- having students conduct interviews, administer standard tests, or distribute questionnaires to develop interview or questionnaire design skills;
- conducting mini research projects where students pose research questions, gather data from human participants, and analyse the data for presentation; or
- other activities that would be considered research within the disciplinary traditions in which the course is taught.

A. Distinguishing Research from Professional Practice/Skill Development

Students engaged in professional practice are not considered to be engaged in research. A student is engaged in professional practice when learning or doing the work of the profession. In general, professional practice for students involves the development of skills which are considered standard practice within a profession or field and includes information-gathering processes that are typically a part of the normal relationship between a student in a field and the people the student interacts with in that context. Examples of this include clinical practice in nursing, the collection of information for journalistic purposes, marketing surveys, the provision of advice to a client, and the process of evaluating or auditing in conjunction with professional course work or field placement. Activities considered to be professional practice should follow the ethical standards and guidelines found within the profession.

3.

Notwithstanding the above, ethical review will be required for course research projects involving humans where research is part of professional practice and ethical review is standard practice in the profession or field.

The following criteria can be used to assess whether information-gathering activities within a Humber course are part of a research project OR are for the teaching of professional skills (i.e., for pedagogical purposes) alone.

Information gathering activities are classified as **research** when:

- the intent is to educate students on research processes used to explore and expand existing theories and conceptual knowledge;
- students compare new techniques, practices, programs with standard approaches to determine which is more effective;

¹⁴ Humber's Research Department wishes to thank McMaster University and Ryerson University for permission to use their guidelines upon which appendices E and F are based.

- the results or findings are written in a format that would be acceptable for a research journal or academic conference presentation; or
- primary data is collected and organized for analysis and distribution or dissemination/publication.

Information gathering activities are classified as **professional development** and not research when:

- the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions, or general advice for a client;
- the intent is to develop skills which are considered standard practice within a profession (e.g., observation, assessment, intervention, evaluation, auditing); or
- the information gathering processes are part of the normal relationship between the student and participants (e.g., classroom teacher and students, nurse and patient, lawyer and client).

Instructors who are uncertain if their classroom project or activity is research, according to the criteria outlined above, should contact the Research Department.

B. Criteria for Student Research

If a class project falls under the definition of research described in section A above, the following guidelines and procedures may be applied.

The instructor may oversee the conduct of his or her individual student's research by requesting a School Level Review and completing the Application for Research Involving Humans. The completed application is submitted to the ethical review officer within the instructor's academic school.

Requests for approval of course-based research projects must comply with the following criteria.

- The research project must involve no more than minimal risk. The standard of minimal risk is defined as follows:

If potential participants can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk.

- The research participants must be drawn from the general adult population, capable of giving free and informed consent, and may not include vulnerable subjects such as children, persons who are not legally competent to consent, mentally incompetent persons, legal wards or the therapeutically dependent.
- The student project must not involve any personal, sensitive or incriminating topics or questions that could place participants or researchers at risk.
- The student project must not manipulate behaviour of participants beyond the range of "normal" classroom activity or daily life.

- The student project must not involve physically invasive contact with research participants.
- The student project does not involve deception.

If the class project falls under the definition of research described in section A above and any of the preceding criteria are not met, the project or activity must be reviewed by Humber's Research Ethics Board (REB).

C. The Application Process – For A Single Or Uniform Class Project

1. The course instructor takes the role of principal researcher and submits Humber's *Application for Research Involving Humans* on behalf of his/her class.
2. The course instructor signs the Application form and includes samples of free and informed consent forms, information letters for participants, questionnaires/surveys or other research instruments that might be used in the research project.
3. The Application is submitted to ethical review officer within the instructor's academic school.

The Application Process – For Different Projects Within A Class

1. A separate application should be submitted for each unique research project conducted in the class. Instructors should have their students complete and submit Humber's *Application for Research Involving Humans*.
2. The instructor should review each of these applications and ensure that they have been completed appropriately and include samples of free and informed consent forms, information letters for participants, questionnaires/surveys or other research instruments that might be used in the research project.
3. The application is submitted to the ethical review officer within the instructor's academic school.

D. Considerations For A Single Class Project and Different Projects Within A Class

1. If a student project is to be carried out at another institution or agency (such as a school, hospital, government agency, etc.), students should be aware that approval or permission to access the premises or obtain private information from another institution might be required. Such approval should be obtained in advance, where appropriate, of a submission for ethical review at Humber.
2. Ethical review approval for single or uniform class projects can be maintained for three years, provided that there are no changes to the course assignments. If changes are made, a new ethical review application must be submitted. New applications for course-based research must be re-submitted every four years. All sections of the course, whether on campus or not, must follow the procedures and all instructors must ensure that these policies are followed.

3. Questions and clarifications concerning the interpretation of these guidelines should be directed to Carlo Mandarino at ext. 4943 or Carlo.Mandarino@Humber.ca

13. Student Protection Standard

13.1 Academic Calendar Information

Current Academic Calendar Page Number	Information
On web site (www.humber.ca); not in print version of academic calendar.	The organization's mission and goals statement
On web site; not in print version of academic calendar.	A history of the organization and its governance and academic structure
On web site and in Printed Calendar	If the organization currently offers degree programs, a general description (e.g., purpose, outcomes, length) or each degree program
All diploma and degree programs are listed on web site and in calendar.	If the organization does not currently offer degree programs, a general description (e.g., purpose, outcomes, length) of each diploma program
On web site (www.humber.ca); not in print version of academic calendar.	Academic credentials of faculty
On web site; not in print version of academic calendar.	Individual descriptions of all subjects in these programs, and their credit value

13.2 Student Protection Policies

A copy of the current Humber calendar and a complete version of the academic regulations are included in this submission.

13.2.1 Dispute Resolution

Drawn from Section 11 of the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

1998 Academic Complaints and Academic Appeals

It is the intent of the Academic Complaint and Academic Appeal policy to provide a reasonable, efficient and effective process to facilitate the resolution of matters affecting a student's academic performance and, where relevant, his or her standing in a program.

An Academic Complaint or Academic Appeal is deemed to be an appeal of an academic decision of Humber, and not a complaint against an individual Professor, Program Co-ordinator or Dean.

The academic decisions dealt with through this policy are:

- a) Decisions on grades
- b) Decisions based on academic misconduct, including suspension or expulsion.
- c) Decisions arising from the methods and criteria used by a professor in assigning a final mark.
- d) Decisions regarding academic probation and withdrawal or special consideration on the basis of medical, psychological or compassionate grounds.
- e) Decisions regarding denial of a request for re-admission to a program. **Note:** Where re-admission to a program has been denied, the student must be able to present, for consideration, evidence of the ability to perform at an acceptable level in the program in question.

Humber is organized into a number of Schools, for example, The Business School or the School of Health Sciences. The intent of this policy is to allow the student and the School the opportunity to attempt to resolve the issue through the **Academic Complaint** process before proceeding to a college-level **Academic Appeal**.

A student who wishes a formal review of any of the decisions outlined above should refer to the following sections of this document.

Section 13.1.1 Academic Complaint, Category 1 – This section of the appeal policy governs concerns relating to grades assigned for in-course work such as assignments, clinical placements, final examinations or a final course grade. All issues involving grades must be dealt directly with the School that delivered the course through the processes outlined in this section. Normally, there is no further right of appeal once the School has completed a *Formal Grade Review* and made a final decision.

Section 13.1.2 Academic Complaint, Category 2 – This section of the appeal policy governs appeals of an academic decision regarding probation, academic withdrawal and expulsion as well as appeals relating to academic misconduct or a request for special consideration on the basis of medical, psychological or compassionate grounds. The Academic Complaint allows the School to review the decision and provide the perspective of the School in writing to the Student. If a student is not satisfied with the decision, the student may then proceed to a final Academic Appeal.

Section 13.2 Academic Appeal – If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process, or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. ***All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.*** In the event the academic decision being appealed is not upheld through Academic Complaint or Academic Appeal, resolutions may include, but are not limited to student reinstatement or other corrective actions for the benefit of the student but may not include the awarding of monetary compensation, the arbitrary awarding of a final mark different from that given by the School or disciplinary action against any employee of Humber arising out of information presented at an academic appeal.

This policy does not apply to conflicts connected with student employment by Humber (other than required work experience components of a program) or actions covered under Humber's Human Rights Policy.

Humber shall be responsible for ensuring that all students are made aware of the Academic Complaint and Academic Appeal Process by publishing the policy in the Academic Regulations on the Humber website.

All parties to an appeal shall understand that any postponement and/or delay of an appeal, regardless of the stage, may reduce the range of options available to the student.

Student Services Advisor -- A student has the right to access a Student Services Advisor during the Academic Complaint and Academic Appeal processes. The function of the Student Services Advisor is outlined under the section of this policy titled, "Role of the Student Services Advisor." A student may contact an Advisor through the Office of the Registrar.

13.1 Academic Complaints – Category 1 and Category 2

The term Academic Complaint refers to the process that a student must initiate within the School before considering a formal Academic Appeal by a college level Academic Appeal Panel.

13.1.1 Academic Complaint, Category 1

Academic complaints relating to grades for course work, assignments, clinical placements, examinations and final course grades.

Academic Complaints related to grades received in any assessment must be initiated within ten (10) working days after the receipt of the graded work or release of grades.

Preliminary steps toward resolution

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the professor/trainer. The Program Co-ordinator and/or Dean or Associate Dean may be asked to assist if the professor/trainer and student are unable to resolve issues.

Note: If an assignment or test is not normally returned to the student, the School will ensure that the student has the opportunity to review the assignment or test under the supervision of the professor or designate.

Formal Request for a Re-Assessment of an Individual In-Course Piece of Work or Final Exam

If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, he or she may make a formal request for a ***Re-Assessment of the In-Course Grade***. ***This process applies to major assignments or tests worth at least 20% of the final grade or to cases where a student has failed the assignment or believes there is a major discrepancy, of at least 10% in the grade.***

In such cases, a student may request a re-mark by completing a **Request for Re-Assessment of In-Course or Final Exam Form*** and submitting it to the Dean or Associate Dean responsible for the course in question.

The Dean or Associate Dean will arrange for two (2) professors other than the professor teaching the course to individually re-mark the assignment/exam/paper, based on established criteria as outlined in the assignment. The original grade/marks by the course professor are to be obscured in the photocopy provided for re-grading. The average of the two (2) assessors' grades will be used as the grade. This grade may stay the same or be lower or higher than the original course grade.

The School and student shall ensure that the re-assessment of the grade is to be completed within ten (10) working days unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the revised deadline.

The assignment of grades is a School level jurisdiction and a student may not appeal the resulting grade on an individual in-course piece of work except for reasons relating to breach of process in the handling of the Academic Complaint.

Formal Request for a Review of a Final Course Grade

A student has the right to review a final course grade with the Professor. A review of the final course grade will normally be premised on a miscalculation of the final grade or deviation from the evaluation procedures described in the course outline. If a student is not satisfied with the outcome of the review with the Professor, the student may submit a request in writing to the Dean or Associate Dean requesting a ***further review no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered.*** The request should be submitted on a **Request for Review of a Final Grade Form***. The Dean or Associate Dean will provide a written decision within ten (10) working days of receipt of the request unless an extension has been mutually agreed to by both parties. A student may not challenge a final course grade on the basis of an individual in-course piece of work that has or has not previously been re-marked.

The assignment of a final course grade is a School level jurisdiction and may not be appealed to an Academic Appeal Panel except for reasons relating to breach of process in the handling of the Academic Complaint or if the decision has a direct impact on a student's standing relating to academic probation or withdrawal from a program. The Academic Appeal must be filed within 10 working days of the student's receipt of the decision of the Final Grade Review.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.1.2 Academic Complaint, Category 2

Academic complaints regarding an academic decision pertaining to probation, academic withdrawal, expulsion, academic misconduct or special consideration on the basis of medical, psychological or compassionate grounds

If a student has a concern relating to any of the issues identified above, the student shall discuss the matter with the responsible professor/trainer who shall provide the student with the reasons for the decision. The Program Co-ordinator may be asked to assist if the professor and student are unable to resolve issues.

If a student is not satisfied with the outcome of the discussions, he or she may initiate an Academic Complaint by requesting the Dean or Associate Dean responsible for the delivery of the course or program to review the concerns. This request must be initiated in writing by the student on a **Request for Review of an Academic Complaint Form*** no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered. In this request, the student shall provide any and all documentation, (e.g. medical reports) which may impact on the resolution of the complaint.

The Dean or Associate Dean will review the Academic Complaint or accusation of Academic Misconduct and provide a written decision to the student within ten (10) working days of the receipt of the student's written request unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the deadlines.

The appropriate Dean (or designate) is responsible for ensuring that the results (and reasons why) of any and all levels of an Academic Complaint shall be documented and kept on file by the School.

The student faced with termination from a program shall be given written notice, including the reason(s) for termination, and shall be given an opportunity to respond to the School making the decision prior to the student launching a formal Academic Appeal should the student elect to do so.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.2 Academic Appeal

13.2.1 Filing an Academic Appeal

If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process, or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.

Academic Appeals normally apply only to academic decisions relating to an Academic Complaint, Category 2.

Academic Appeals must be filed in writing to the Office of the Registrar on the Application for an Academic Appeal Hearing Form. The form is available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>. Prior to filing for an Academic Appeal, students are encouraged to consult with a Student Services Advisor by contacting the Assistant to the Registrar in the Office of the Registrar.

At the time of filing the appeal, a student must:

- a) State the grounds for the appeal and the resolution being sought.
- b) Provide a copy of the written decision from the appropriate Dean (or designate) indicating the outcome of the Academic Complaint or the decision confirming the charge of Academic Misconduct.
- c) Include copies of all documentation supporting the argument.
- d) Indicate if they will represent themselves at the Appeal Hearing or if they wish to have someone present the argument. If being represented, the student must provide the name and status of the individual who will represent the student.
- e) Indicate if anyone will accompany them at the Academic Appeal Hearing (maximum of 2 people).
- f) Indicate the name of the Student Services Advisor, or, if they have not contacted Student Services, indicate if they would like Humber to make available a Student Services Advisor to assist them in preparing for the Hearing.
- g) Services Advisor to assist them in preparing for the Hearing.

Once a formal appeal is filed, the Office of the Registrar shall:

- a) Schedule the appeal date and time.
- b) Distribute the application and the supporting documentation according to the appropriate timelines.

The School will, within a maximum of five (5) working days of the time the Appeal was filed, provide the following to the Office of the Registrar:

- a) a written response to the student's issue.
- b) all documentation to be presented at the Academic Appeal Hearing.
- c) the name of the individual(s) who will be representing the School at the hearing, and the name(s) of any witnesses the School will be calling. The professor directly involved in the academic decision being appealed, is expected to appear as a witness. In the event that the professor is unable to attend the Academic Appeal

Hearing, a signed statement, which explains the involvement in the situation and the absence, shall be provided to the Office of the Registrar.

Upon receipt of the response from the School, the Office of the Registrar shall distribute the complete package of documentation along with the names of all participants to the student, the Academic Appeal Panel and the School. The student shall have a minimum of five (5) working days to review the School's submission prior to the Academic Appeal Hearing.

Extension(s) to the above time frames may be granted if extenuating circumstances can be shown. Requests for extension(s) from the student and/or from the School shall be made in writing through the Office of the Registrar to the Chair of the Academic Appeal Panel. The Chair shall respond to the request through the Office of the Registrar. No new documentation from either the student or the School may be submitted on the day of the scheduled hearing, unless otherwise directed by the Chair of the Academic Appeal Panel, following consultation with the Panel members.

13.2.2 Role of the Office of the Registrar

The Office of the Registrar shall be responsible for co-ordinating all of the activities associated with an Academic Appeal, including but not necessarily limited to:

- co-ordinating the Academic Appeal Hearing according to the Academic Regulations and distributing all documentation
- scheduling the Academic Appeal Hearing and notifying the participants
- distributing the decision
- secure holding of appeal documentation for a period of 5 years

13.2.3 Role of the Student Services Advisor

A Student Services Advisor shall be made available to advise the student throughout the process and during the Academic Appeal Hearing. A student may contact an Advisor by contacting the Office of the Registrar.

With the student's written request and permission, the Advisor may, on behalf of the student, communicate with the School prior to the scheduled hearing. The Advisor will provide guidance or advice but will not represent the student or the School at the Academic Appeal Hearing. The Advisor may, with the student's written permission, accompany the student to meeting(s) with School personnel and/or the Appeal Hearing. Confidential information may at times be shared by the School and/or student with the Advisor. The Advisor shall respect this confidentiality at all times. It is understood that at no time during either the Academic Complaint or Academic Appeal stages will the Advisor compromise Humber's academic standards/regulations.

It is assumed that the student will disclose all relevant information to the Advisor and that the student shall prepare and present all relevant material to the Academic Appeal Panel. The Advisor shall listen to ensure all material is presented fully and fairly. If the student discloses to the Advisor any issues which, in the Advisor's opinion seem discriminatory or harassment in nature, the Advisor is obligated to inform the student of Humber's Human Rights policy and related procedures.

Should the student elect a representative to present the case at the Appeal, the Student Services Advisor's role in the preparation for the Appeal shall cease. The representative named by the student may request information regarding college policies and the appeal procedures by contacting the Office of the Registrar.

13.2.4 Composition of the Appeal Panel

Humber shall ensure that an Academic Appeal Panel is comprised of five (5) individuals (including the Chair of the Appeal Panel) selected from Schools other than the School in which the student is registered, and the School in which the academic decision being appealed originated, if the two are different.

Humber will designate a cross section of full-time administrators, faculty members and students to serve on Academic Appeal Panels. Humber provides an orientation to the Panel members to ensure the Academic Appeal Policy and corresponding Procedures are correctly administered.

Academic administrators and faculty volunteers shall serve for a three (3) year period. Approved student volunteers shall serve for a period of three (3) years provided they maintain status as a student or have graduated from a program within the last 6 months. Normally, each Academic Appeal Panel will include at least one (1) student and one (1) faculty member.

To ensure consistency of process, each Academic Appeal Panel shall be chaired by the standing Chair(s) designated by Humber.

When a student in a degree program files an academic appeal, the Academic Appeal Panel shall be comprised of individuals actively involved in that level of study. If deemed relevant by the Academic Appeal Panel, the Chair may invite participation from a relevant professional regulatory body or professional association where the Panel recommends that such participation would provide information required to render an informed and fair decision.

13.2.5 Dismissal of an Academic Appeal

An Academic Appeal may be dismissed if the student had previously submitted the same, or substantially the same complaint to any other formal College grievance procedure; if the appeal is not timely; if the Student had improperly omitted a prior step(s) of the Academic Complaint process (see Section 13.1.1. and Section 13.1.2) or the student has commenced civil or other litigation with Humber on the decision in question.

If any of these circumstances exist, the Registrar will refer the student's written Request for an Academic Appeal and the student's accompanying written documentation to the Academic Appeal Panel for review. If the Panel agrees that the Appeal is beyond the normal timelines or does not conform to the appeal policy, the Appeal Panel may dismiss the appeal and provide the reasons for the dismissal to the student in writing. A student may withdraw his or her request for an Academic Appeal prior to the scheduled hearing date.

13.3 Academic Appeal Hearing Protocol

The student has the right to representation throughout the various stages of the Academic Appeal procedure. The student shall advise Humber of their intent to retain a representative at the time an Academic Appeal is filed. Regardless of the outcome of any Academic Appeal Hearing, any costs incurred by the student as a result of being represented are the sole responsibility of the student. In the event the student retains legal representation, Humber has the option to do the same, at its own expense. Those representing the student and/or Humber shall be allowed to present their client's case, and may direct questions for clarification through the Chair, once the person providing the information has completed his or her formal presentation.

A student may request a maximum of two people (including the Student Services Advisor) to accompany them at the Academic Appeal Hearing. These individuals shall not actively participate in the actual hearing or present information. A student must indicate if anyone will accompany them at the time an Academic Appeal is filed. The School will be represented by the Dean or the Associate Dean and the Professor directly involved.

Prior to the Academic Appeal Hearing, the Chair of the Appeal Panel will direct the Office of the Registrar to confirm the participants at the hearing with the Academic Appeal Panel, the student and the School.

An Academic Appeal Panel member having any prior knowledge of the student or of the nature and circumstances of an appeal must withdraw from the Panel. Academic Appeal Hearings shall be conducted in private.

Recording devices are not permitted during an Academic Appeal Hearing.

All information presented and/or discussed at an Academic Appeal Hearing is deemed confidential and the Chair of the Panel will advise participants of their responsibility to maintain the confidentiality of the proceeding.

Once an Academic Appeal Hearing is in session, all participants must remain until all information has been heard and the meeting formally adjourned and/or concluded. Witnesses called by either the student or the School shall be dismissed by the Chair of the Academic Appeal Panel once they have presented their information and have been questioned by the other party to the Appeal, and by the Academic Appeal Panel. The decision of an Academic Appeal Panel shall be by majority vote and is final and binding on all parties. The student and/or School are precluded from seeking subsequent review of the appeal decision under any office, or in accordance with any policy or procedure within Humber.

One copy of all materials presented at an Academic Appeal Hearing shall be kept on file until graduation or five (5) years from the last date of attendance. This material shall be held in the Office of the Registrar.

If two (2) or more formal appeals are submitted at the same time which involve the same or similar questions, the Chair may:

- combine the appeals or any part of them, with the consent of the parties

- hear the appeals at the same time, with the consent of the parties
- hear the appeals one immediately after the other
- stay one or more of the appeals until after the determination of one of them

In the event of an Academic Appeal from a group of students, two (2) students, with the written permission of the other members of the group, shall represent the interests of the group at the Academic Appeal Hearing. The decision rendered by the Academic Appeal Panel in a group appeal shall be considered binding on all members of the group identified as students in the appeal.

The format for the Academic Appeal Hearing shall be as follows:

- a) The Chair shall introduce the members of the Academic Appeal Panel and review the format of the meeting and any rules of process that are appropriate. All procedural questions shall be directed to the Chair of the Academic Appeal Panel, and are subject to the final decision of the Chair.
- b) The Chair shall ask each participant to confirm that they are willing to maintain the confidentiality of the information presented at the proceeding.
- c) The Chair shall ensure that sufficient time is provided to cover all points that are relevant to the appeal.
- d) The Chair shall ensure that all documentation tabled was submitted prior to the Academic Appeal Hearing and was received by all participants within the allotted time period unless otherwise ordered.
- e) The Office of the Registrar shall provide a certified copy of the student's full academic record if it is requested by either the student and/or the School for their submission and is deemed by the Academic Appeal Panel as being relevant to the appeal being heard.
- f) The School named in an Academic Appeal shall provide a copy of the outline(s) for the course(s) and all course materials cited in the appeal along with a copy of the appropriate curriculum in the event the course is part of a program.
- g) The student (or the student's representative) is required to clearly state the nature of the appeal, present the case referring to any relevant documentation previously submitted and state the resolution being sought.
- h) The School (or its representative) shall state its position and speak to any relevant documentation.
- i) The student (or the student's representative) and the School (or its representative) shall have the opportunity to question persons providing information through the Chair once the person providing the information has completed their formal statement.
- j) Members of the Academic Appeal Panel may raise questions through the Chair at any time to ensure that all points are clearly understood and are relevant to the Appeal.
- k) Based on the information provided, the School and the student shall be provided with an opportunity to summarize their position.
- l) After confirming that all relevant information has been presented by both parties and the student has had the final opportunity to speak, the meeting shall adjourn and the Academic Appeal Panel shall caucus privately and in confidence to reach a decision. The decision shall be determined by majority vote of the Panel.
- m) If an appeal is dismissed, the decision of the School stands and is written as such.
- n) If an appeal is granted, the Panel may award the resolution being sought or may take any action it deems appropriate including but not necessarily limited to:

- Directing the School to administer and/or accommodate the student with respect to a new final examination, assignment or paper in the course; or
- Directing the School to reinstate the student to the program status he or she was at prior to the academic decision being appealed.

Note: The Panel has no authority to provide any monetary award, to impose an actual mark, or to reprimand or take disciplinary action against any individual as a result of information presented at an appeal.

- o) The decision and reasons of an Academic Appeal Panel shall be forwarded in writing to the student, School and the student's Advisor, if applicable, within ten (10) working days of the Academic Appeal Hearing.
- p) In the event that an Academic Appeal Panel finds in favour of the student, the School cited in the appeal shall be responsible for implementing the decision of the Panel and for ensuring the student's academic record is corrected if necessary.
- q) In the event that an Academic Appeal Panel upholds the academic decision of the School, other than a College initiated withdrawal/expulsion, the decision is not made part of a student's permanent academic record, but shall become part of a student's confidential record. Upon graduation, a student's confidential record is expunged. Should a student not graduate, a student's confidential record is expunged five (5) years after the disposition of an appeal.

13.2.2 Fees and Charges

Drawn from Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

Course/Program Fees and Refunds

- Tuition and non-tuition related fees for all programs are revised each year and are available from the Office of the Registrar. Courses or fees paid for courses not taken in the semester for which they were originally scheduled are not transferable.

3.1 Refunds

A refund for a course or program will only be issued if a student applies in writing to the Office of the Registrar by the close of business on or before the tenth (10) school day after the start date of the course. Students who have paid for advanced semesters will be eligible for a refund for that semester if they formally withdraw before the tenth (10) day of the term. A non-refundable withholding fee applies.

3.2 Late Fees

- If a student misses a prescribed payment date, a late fee will apply. In addition, if students wish to split annual fee payments an extra charge will apply.

Specific information pertaining to fees is available in the enclosed Humber Full-Time Postsecondary Academic Calendar and on the Humber website. The following is an excerpt from the web site pertaining to degrees

FEES AND FINANCIAL ASSISTANCE

Fees

Full-Time Studies

As a general reference guideline, the fees for **most** programs for the 2007-2008 academic year are:

Full-Time Postsecondary Degree Programs	
Domestic	International
Tuition Fee \$4,303.08	
Mandatory Non-Tuition Related Incidental Fee \$773.96	
Total Annual Fee \$5077.04	\$11,220.96

*Fees may vary for programs that are shorter or longer than the standard two-semester duration or for programs with deregulated fee schedules.

Equipment deposits and/or a co-operative education fee (co-op fee) and/or lab fees may apply to some programs.

Annual fees are due at the billing date (usually late June).

Part-Time Studies

As a general reference guideline, the fees for **most** courses for the 2007-2008 academic year are:

<ul style="list-style-type: none"> Part-Time Postsecondary Degree Courses (Based on a 42 Hour Course- all fees are pro-rated) 	
Domestic – Per Course	International
Tuition Fee \$592.85	\$1004.22

Mandatory Non-Tuition Related Incidental Fee \$67.20	\$67.20
<ul style="list-style-type: none"> Total Fee per Course \$660.05 	\$1,071.42

Ministry Non-Funded Programs

Humber has developed several programs that are not funded by the severely restricted budgets of the Ontario government. Therefore, the tuition fees for these programs must cover the full cost of development and delivery. Fees range from \$5,000 per year to \$11,500 per year. Students may apply for OSAP assistance for many of these programs in the same manner as applicants for Ministry approved postsecondary programs.

Explanation of Mandatory Non-Tuition Related Incidental Fee 2007-2008

Mandatory fees are collected in addition to the standard tuition fee. Through a formal procedure that includes students and college staff new fees and increases to these fees are approved by a Fee Protocol Committee that involves a majority of student representatives, and is forwarded to Humber's Board of Governors for final approval. Details are available in the Office of the Registrar and Enrolment Management.

Fees for the 2007-2008 academic year are:

Student Government and Activity Fees including dental plan	\$272.00
Athletics	117.50
Technology Fee	132.92
College Services Fee: (Convocation, I.D. Card, Transcripts, Administrative Services, Orientation)	251.54
Total Fee Allocation (per two semesters)	\$773.96

Note: There is a similar pro-rated breakdown of fees for part-time courses. Details are available in the Office of the Registrar.

- Method of Payment**

Fee payments for full-time programs are accepted through our website at srs.humber.ca. Alternatively, you may set up web banking through your personal bank. We also accept certified cheques, money orders, bank drafts, Visa, MasterCard or Interac. Payments are to be made payable to Humber. **Note** that we do **not** accept cash payments or uncertified personal cheques.

Tax Receipts

Official receipts for tuition are only available online at srs.humber.ca.

Failure to Pay Fees

Failure to pay fees may result in the withdrawal of an offer of admission. It is essential that students pay fees by the stipulated deadline dates.

- **Application for Refund**

A refund for a course or program will be issued only if a student applies in writing to the Office of Registrar by the close of business on or before the tenth school day after the start date of the course or program.

Note: \$100 (\$500 for International students) is non-refundable along with any penalty charges (eg. late, split, deferral fee).

- **Other Fees**

The following additional fees and service charges may apply to some students. These fees are updated annually and currently include the following:

Co-op Fees

An additional fee of \$409.80 - \$624 (in some cases added to the academic semesters) will be charged to all qualified students. Co-op fees are non-refundable in the event the student does not qualify for the co-op placement for academic reasons or if they withdraw after the last day to receive a refund in that semester.

Students may be required to complete specific courses or achieve specific grades before being allowed to proceed with a co-op or work term.

Note: Fees for international placements may be higher.

Lab Fees

Some programs include lab fees as part of the tuition. The charge is listed on the Fee Invoice and is due by the Tuition Fee Due Date.

Equipment Deposit

An equipment deposit is levied for several programs and covers breakage of equipment used by students. This amount is refundable at the end of the year after clearance authorization is received from the program coordinator. This deposit will be identified in the information mailed to all students prior to enrolment.

Extra courses will require the payment of additional fees.

Service Charges

Additional charges will apply when:

- Deferrals are granted (\$25);
- Students fail to pay fees by the published deadlines (\$75);
Note: Late payment of fees may result in the loss of a program seat. Humber is not obligated to hold seats for students who fail to pay fees by the due date. Late payments are accepted only if space remains in the program.
- Annual tuition fees are paid by semester instead of the full academic year (\$40).

13.2.3 Student Dismissal

Drawn from the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

Academic Misconduct

Definition

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber's ability to evaluate students' academic achievements, or restricts the College's ability to accomplish its learning objectives. Humber takes a serious view of academic misconduct and will severely penalize students who are found guilty of offences associated with academic dishonesty, misrepresentation of personal performance, restrictions of equal opportunities for access to scholarly resources, or damage to the integrity of scholarly exchanges.

Responsibilities

It is the responsibility of Humber faculty, students, and staff to be aware of what constitutes academic misconduct and to do as much as possible to prevent such offences from occurring. Furthermore, all members of Humber's community including students, faculty and staff have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes giving due consideration to the deterrent effect of reporting such offences when they do occur, making one's disapproval of such behaviour obvious, and helping to ensure that the Humber community does nothing to encourage or facilitate academic misconduct.

Humber students are responsible for familiarizing themselves with and abiding by the policy on student academic misconduct. Students have the responsibility to create an environment that discourages misconduct.

Offences

Academic misconduct is broadly defined as an offence against the academic integrity of the learning environment. This includes, but is not limited to, the following examples:

Academic Dishonesty

- a) Plagiarism, in the broadest sense, is misrepresenting the work of others as one's own. Plagiarism can be understood as the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. Students have the responsibility to learn and use the conventions of documentation, and, if in any doubt, are encouraged to consult with the faculty member of the course, or the Program Co-ordinator.
- b) Copying another person's answer(s) to an examination question.
- c) Copying from or using prohibited material in an assignment or examination including, but not limited to textbooks or other documentary, electronic equipment, personal notes or other aids not approved by the faculty member.
- d) Improper academic practices including the falsification, fabrication or misrepresentation of material that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include reference to resources that are known not to exist or the listing of others who have not contributed to the work.

Misrepresentation of Personal Performance

1. Submitting false or fraudulent or purchased assignments, research or credentials; or the falsifying or withholding of records, transcripts, or other academic documents.
2. Impersonation by having someone impersonate oneself, either in person or electronically, in class, in an examination, or in connection with any type of course assignment or material or availing oneself of the results of such impersonation. Both the impersonator and individual impersonated (if aware of the impersonation) are subject to a penalty. In this context, plagiarism is simply another form of impersonation that misrepresents personal performance.
3. Submitting a false medical or compassionate certificate, or presenting other such documentation under false pretences.
4. Improperly obtaining, through theft, bribery, collusion or otherwise, access to privileged information, or examination paper or set of questions.
5. Submitting the same course work, research, or assignment for credit on more than one occasion in two or more courses without the prior written permission of the faculty members in all of the courses involved.

Damage to the Integrity of Scholarly Exchanges

1. Altering, destroying, hiding, or generally restricting the access to academic materials intended for general use.
2. The unauthorized removal, destruction, or theft of library or other Humber resources.

3. Inappropriate distribution of restricted material.
4. Obstructing the academic activities of others. This may involve interfering with the scholarly activities of another or altering or falsifying the work of others, in order to harass or gain unfair academic advantage. This includes, but is not limited to, interfering or tampering with experimental data, with a written or other creation, with a chemical used for research, or with any other object of study.
5. Aiding or abetting academic misconduct. Knowingly aiding or abetting anyone in committing any form of academic misconduct is itself academic misconduct. This may include, but is not limited to, offering for sale essays or other assignments with the intention that these works be subsequently submitted for assessment.

Penalties

If a student is found guilty of academic misconduct, one or more of the following penalties may be assessed:

1. Required submission of a new piece of work; partial or total loss of marks on the exam/assignment; partial or total loss of marks for the course in which the offence occurred.
2. An official warning that the penalty for a subsequent offence will be suspension from Humber for a period of up to two years or expulsion.
3. The rescinding of Humber-funded scholarships or bursaries.
4. Suspension from Humber for a period of between two (2) and six (6) consecutive semesters. A student who wishes to be considered for readmission after this period must make an application for readmission that will be judged on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirements will normally be required to serve the associated penalties consecutively.
5. A recommendation for expulsion from Humber. A student who has been expelled from Humber is not eligible for readmission to Humber for at least five (5) years.
6. A recommendation for revocation/rescinding of a degree/diploma. A person who is found guilty of academic misconduct after having been approved for graduation, or after having a degree/diploma conferred, may have the degree/diploma rescinded or revoked.

Note: Students who have been expelled or suspended will not receive credit for any studies during that time.

Detection and Responding to Suspected Academic Misconduct

Examinations

Invigilators will be present at all examinations to supervise the delivery of the examination and detect any signs of academic misconduct. The invigilators may use reports from others to assist them in detection. In cases of suspected impersonation,

the invigilator shall require the student concerned to remain after the examination until the student is satisfactorily identified. In other cases of suspected academic misconduct, the invigilator shall allow the student to complete the examination, but may take action by either:

- Requesting that the student complete the examination in another location or setting if it is deemed that such action will cause the least disruption to those taking the examination; or
- Confiscating the suspect material and requesting that the student make contact with the faculty member responsible for the course once the examination period is over. In cases where the faculty member responsible for the course is not invigilating the exam, the invigilator shall give a full report, together with any confiscated material, to the appropriate faculty member. This documentation is also used in consultation with the Office of the Registrar when preparing a formal complaint.

Term Assignments Including Research

The responsibility for detecting academic misconduct on term assignments, etc., lies with the faculty member, who may make use of reports from others to assist in detection. Where academic misconduct is suspected, the instructor:

- shall retain possession of suspect material
- may seek to interview the student to allay suspicion or to confirm it

In any case, the instructor shall make a full report in writing together with any confiscated material to the Dean or Associate Dean.

Cases outside the Domain of Examinations or Assignments

The responsibility for detecting academic misconduct in the context of an academic environment that is not part of the formal examination or assignment process must rest with the entire Humber Community. Where academic misconduct is suspected, but where it is unclear whether it is directly related to a specific course, or where the specific course is unknown, those with knowledge of an offence should contact the Registrar. If the suspected offence appears to be related to a specific course, then the faculty member of the course should be contacted.

Documentation of an Offence of Academic Misconduct

Where there is evidence of suspected academic misconduct, the faculty member or person aware of the issue should consult with the Dean or Associate Dean to determine whether the offence and the associated evidence/documentation merit a formal complaint. If it is deemed that a formal complaint is likely and that further investigation is required, the Dean or Associate Dean shall:

1. Notify the student in writing of the suspected academic misconduct.
2. Notify the Office of the Registrar to freeze changes to the student's record.
3. Delay the submission of the grades for the student.

4. Interview the student, unless the student is unavailable or unwilling.
5. Consult with the Office of the Registrar to ascertain if any record of previous academic offences exists.
6. Seek further information concerning any reported incidents from faculty members or any other parties involved.

If the Dean or Associate Dean deems the student ***is not guilty*** at this stage, no penalties will be assessed, no record of the suspected offence or complaint will be kept, and all parties involved will be informed by the Dean or Associate Dean.

If the Dean or Associate Dean ***determines that the student is guilty*** they shall:

1. Notify the student in writing of the charge of academic misconduct ***including the offence, the penalty, the effective date and the student's right to appeal. (See Section 13.4 on Penalties)***
2. Notify the Office of the Registrar for purposes of documenting the student's record.

In cases where Revocation/Rescinding of a credential is recommended - the Dean or Associate Dean, shall consult with the Vice President, Academic and the President's Executive Committee.

Note: A student charged with the offence of academic misconduct in a particular course or courses will not be allowed to drop the course(s) in question during the period of the investigation. If the student is found to be guilty of the academic misconduct and receives a penalty other than an official warning, the student will not be allowed to drop the course(s). If the penalty selected is an official warning, the student will be allowed to drop the course(s).

Appeal Process

If a student charged with academic misconduct wishes to appeal the decision, they may submit a request for an appeal to the Office of the Registrar within ten (10) days of the date indicated on the written copy of the formal complaint specifying the offence and penalty.

The appeal process for Academic Misconduct follows the Formal Appeal Process. Details are available in Section 11.2 of the Academic Regulations or on the Humber website at www.fulltimestudents.humber.ca/academicappeals.pdf.

Record of Academic Misconduct and/or Expulsion

1. Academic Misconduct

- The Office of the Registrar will place a record of all academic misconduct for which the student is penalized on the student's record. This notation shall be expunged from the student's file upon graduation

- Students who do not graduate from Humber may submit a request to an Academic Appeal Panel to have the record expunged no sooner than five (5) years after the date of the student's last registration

2. Expulsion

The record for expulsion is permanent, unless removed by petition to the President of Humber College.

3. Confidentiality

Access to the record of academic misconduct will be limited to those involved in processing appeals and those involved in processing additional complaints against the student.

Appendix 13.2.4 Withdrawals and Refunds

Drawn from the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

Voluntary Withdrawal (Hiatus)

A student may withdraw from a course or program without academic penalty up to the "Last Day to Withdraw without Academic Penalty" as listed in the Calendar of Important Academic Dates for each semester. This deadline date is the two-thirds point of the course. Procedures for withdrawal from a course or a program (in whole or in part) must be initiated with the Office of the Registrar.

Students who drop all of their courses prior to the last day to withdraw without academic penalty will be considered to be withdrawing from the program. This will be considered as a voluntary suspension of studies. Students who withdraw in this manner and do not register for the following four (4) terms will require re-admission to the program.

Withdrawn courses will appear on the official transcript with the notation "WTH". Withdrawn courses will not be counted as course attempts or be used in the calculation of Grade Point Averages (GPA).

Course/Program Fees and Refunds

Tuition and non-tuition related fees for all programs are revised each year and are available from the Office of the Registrar. Courses or fees paid for courses not taken in the semester for which they were originally scheduled are not transferable.

3.1 Refunds

A refund for a course or program will only be issued if a student applies in writing to the Office of the Registrar by the close of business on or before the tenth (10) school day after the start date of the course. A non-refundable withholding fee applies. Students who have paid for advanced semesters will be eligible for a refund for that semester if they formally withdraw before the start of classes.

13.3 Student Protection Information

Information regarding Humber's policies pertaining to student protection is available in the Academic Regulations for Bachelor's programs. Students are informed about these regulations and must acknowledge the receipt of this information as part of the online registration process. In addition, these regulations are available on the Humber web site and a number of the policies and procedures regarding student protection are also found in the Humber full-time postsecondary calendar.

The directive sent to all students as part of the registration process includes the following information.

Welcome to Humber

We are excited that you have chosen Humber for your postsecondary education and look forward to working with you this year.

The Ministry of Training, Colleges and Universities (MTCU) requires that we notify you of the Academic Regulations and the Transfer Credit Arrangements pertaining to degree level studies. Accordingly, you will need to acknowledge this message prior to using the Student Record System (SRS).

The Academic Regulations are intended to help ensure that you achieve the learning outcomes for your program and that students are treated equally and fairly. You can access the complete set of Academic Regulations at <http://fulltimestudents.humber.ca/academicregulations.htm>. A summary of the regulations are available at <http://registrar.humberc.on.ca/srs/ACRegsHighlights.pdf>.

With regards to transfer arrangements, as a requirement to obtain MTCU approval to offer your program, a number of institutions have confirmed that they will offer Transfer Credit and/or consider Humber graduates for admission to graduate level studies. Details on transfer agreements are available at <http://transferguide.humber.ca>. This information will be updated regularly as additional transfer arrangements are confirmed.

In addition to this, I also must advise you that all degree programs are reviewed on a regular basis by the MTCU and a Minister appointed Postsecondary Education Quality Assessment Board. This review must include samples of student work (e.g., essays, tests and projects) and samples of your work may be kept on file for review by program assessors.

Once again, welcome and on behalf of the staff at Humber, we wish you a very successful and rewarding year.

Sincerely,

Clay MacDougall
Deputy Registrar

14. Economic Need

The need to develop this degree program was based on an analysis of the industry, student interest, employer support, current program offerings and several other factors. These included:

- An assessment of the growing interest in and need for a degree for a number of positions in the correctional field.
- An analysis of related programs offered by other Ontario postsecondary degree granting institutions. While there are a number of criminology degrees offered across the province, this program is unique in that it offers a more in-depth examination of the correctional system than is generally found in other programs.
- The acknowledgement that related current diploma programs offered by Humber attract students who already have requirements for degree level admission.
- The opportunity to build on a program area of strength at Humber.
- Employer and advisory committee support for the program.

The following material includes an overview of the general economic environment as well as specific data pertaining to the correctional services sector. Data was gathered through a literature review, a search of related websites, and employer and student surveys. Economic need for this program has been evaluated from a number of perspectives. The material is organized to address the economic need/environment, job opportunities, the education required for the field of practice and support for the program.

Overview of the Criminal Justice Sector

The criminal justice system is becoming more complex in today's rapidly changing society. World events and the law and order agendas of federal and provincial governments all put pressure on the system. Also, public perception and confidence in the criminal justice system place additional strain on the sector.

The criminal justice system costs Canadians almost 10 billion dollars annually, including the cost of policing, corrections, probation services, legal aid and the courts. The sector employs approximately 200,497 people, broken down as follows:

- Police personnel – 60,270
- Court personnel – 16,435
- Legal personnel – 115,420
- Probation and parole officers – 4,600
- Correctional officers – 18,335
- Other protective services – 89,315

In 2004/05 there were 190 prisons and jails across Canada of which 76 were under federal jurisdiction and 114 were under provincial/territorial jurisdiction. Ontario has the largest provincial parole system in Canada. The Ontario Parole and Earned Release board reviews all parole and early release applications for more than 8,000 offenders in provincial jails and correctional centres. This represents 41 per cent of all provincially sentenced offenders in Canada. There are 800 probation and parole officers in Ontario who supervise 70,000 offenders in the community on probation, conditional sentences or parole.

Nature of Employment/Need for a Degree

An analysis of the educational requirements for employees in various sectors of the justice system, as well as the types of educational backgrounds employees bring to the job show that a degree is becoming the credential of choice for entry into the field. Certain jobs such as probation and parole officers, classification officers, immigration officers, and some positions within Canada Border Services require a degree for entry to practice. While others such as correctional services officers do not mandate a degree, postsecondary education is definitely important for employees, as can be seen from the following chart.

Position	Educational Requirements
Police personnel	<ul style="list-style-type: none">▪ Recruiters favour hiring applicants with at least one postsecondary degree.▪ 77% of police personnel had undertaken or completed postsecondary education.
Probation and parole officers	<ul style="list-style-type: none">▪ Probation and parole officers must hold a minimum of a university degree in one of the social sciences. Many officers have completed graduate degrees.▪ 94% of current personnel have undertaken or completed postsecondary studies.▪ According to one report, the level and quality of their training is weak.
Correctional services officers	<ul style="list-style-type: none">▪ Postsecondary education is not required for employment.▪ 66% of current personnel have undertaken or completed postsecondary studies.▪ A corrections officer is seen as a gateway to other careers such as parole officer.
Other protective services	<ul style="list-style-type: none">▪ Postsecondary education is not generally required for employment.▪ 51% of workers in the field had undertaken or completed postsecondary studies.
Community and Social Service Workers	<ul style="list-style-type: none">▪ Most recent entrants to the field have undergraduate degrees and 1 in 20 have a graduate degree.

The increasing importance of postsecondary education is mirrored in a report by Human Resources and Social Development Canada. In its report *Looking Ahead: A 10-Year Outlook for the Canadian Labour Market* released in May 2006, HRSDC reports that the majority of new jobs will require postsecondary education or management training and that overall, highly skilled occupations will account for about 70% of all new jobs created in Canada over the 2006 to 2015 period.

The majority of employment in the field is full-time – 75% of correctional workers, probation and parole officers, and 83% of police officers work full-time. The exception is in the category of other protective services, where 52% of workers are employed part-time.

In Humber's strategic planning, it made sense to add this degree program to its menu of offerings because:

- This industry hires and is seeking employees with degrees.
- Related programs at Humber are very popular and many students entering these programs already possess the qualifications for degree level admission.
- The Criminal Justice degree program would provide opportunities for Police Foundations, Community and Justice Services, and other related diploma graduates to complete a degree.

Employment Opportunities

Graduates of the proposed degree program could seek employment in a variety of areas including:

- Adult Corrections (Institutional and Community Settings)
- Probation and Parole Officers
- Police Officers
- Immigration Officers
- Customs Inspectors
- Correctional Residential Workers
- Community Justice Facilitators
- Private Security Personnel
- Workers in Community-based Justice Services

According to Humber’s research, there should be sufficient job opportunities available for graduates. Opportunities will come from both new positions as well as from retirements in the field. Pam Claire, a Recruitment Coordinator for Correctional Service of Canada, attended the annual conference of the Provincial Community and Justice Service Worker Programs in May of 2006 where she indicated there would be an increase in the demand for additional (correctional officer) recruits by January 2007 because of anticipated retirements. In addition, another report showed that turnover tended to be high among probation and parole officers leading to job openings.

Employment prospects for related areas are rated as fair to good as reported in Job Futures published by Service Canada (see table below). Employment prospects are typically rated as fair when the number of job seekers will likely match the number of job openings.

Position	Employment Prospects
Managers in social, community and correctional services	Good
Probation and parole <ul style="list-style-type: none"> ▪ in Saskatchewan ▪ in Ontario ▪ in New Brunswick ▪ in Alberta ▪ in PEI 	<ul style="list-style-type: none"> ▪ Good ▪ Not listed ▪ Fair ▪ Occupational group is expected to grow by 1.1 to 2.1 per cent per year through to 2010 ▪ Limited – only employs 40 officers

Position	Employment Prospects
<ul style="list-style-type: none"> ▪ in BC 	<ul style="list-style-type: none"> ▪ Employment to increase to 473 by 2011, up from 372 in 2001. The estimate of total job openings between 2001 and 2011 is 181 (101 from growth and 80 from attrition). Annual employment growth rate is estimated at 2.4%
Community and social service workers	Fair
Police officers	Good
Policy and program officers, researchers and consultants	Fair
Social policy researchers, social survey researchers, social service planners	Fair

Similar trends are seen in other jurisdictions. For example, in the U.S., employment of probation officers and correctional treatment specialists is projected to grow about as fast as the average for all occupations through 2014. In addition to openings because of growth, many positions will be created by replacement needs, especially from the large number of expected retirements.

There has been hiring in the sector over the past several years. A news release from Ontario's Ministry of Community Safety and Correctional Services dated May 8, 2006 reports that the province was hiring 37 new probation and parole officers. That brings to 92 the number of new probation and parole officers hired in the past four years. In another news release dated May 24, 2006, it was reported that Ontario plans to hire 1,000 additional police officers as well as additional probation and parole officers to conduct risk assessments on people accused of offences related to guns and gangs.

Additionally, according to Service Canada's Greater Toronto Region Labour Market Bulletin's 2006 third quarter report:

- Police Services in the Greater Toronto Region have been increasingly seeking new recruits over the past couple of years. Several information sessions for recruits have been held by Peel, York, Halton and Durham Regional Police Services in the past year, approximately one a month in each area.
- Toronto Police Services expected to hire about 250 officers this year (2007), and hired 150 new officers in 2006.
- The federal government will hire 400 border guards over the next two years

On the Ontario Provincial Police's official website there is a full-page advertisement that reads: "Now Hiring". www.opp.ca/recruitment/index

The International Corrections and Prisons Association in its June 2006 newsletter (*June 2006 – 11 – 15*) reported that a new integrated police/parole initiative had begun through a partnership between Correctional Service of Canada and the Regina and Hamilton police departments. The

partners were hiring police officers to work as community corrections liaison officers (CCLOs). A total of 17 CCLOs were to be hired across Canada by the summer of 2006 including in St. John, NB, St. John's, NF, Halifax, Quebec City, Montreal, St. Jerome, Toronto, Ottawa, Kingston, Winnipeg, Calgary, Edmonton, Kelowna and Vancouver.

Employer Support

In addition to reviewing industry trends in regard to the educational requirements of people employed in the field, Humber's Planning and Development Office normally conducts primary research as part of the program needs assessment and obtains an initial list of employers who are interested in supporting the program.

In the Fall of 2006, a survey of 28 institutions and community based justice agencies found that 64% thought the employment market for graduates with degrees was good to excellent, with 29% rating it as fair. One respondent also mentioned the large number of managers planning to retire over the next five years leading to increased openings in the field. 46% of respondents stated that a degree was a mandatory requirement for new hires and another 54% indicated a degree is valued and considered a plus for new hires. Respondents were willing to support the program by providing a work placement, hiring graduates, providing a student scholarship or award, providing tours of their facilities and/or participating on an advisory committee.

Letters of support and a detailed list of the companies and the type of support each offered follow the bibliography and reference list.

In addition, the School at Humber responsible for the program created a program advisory committee. In the case of the B.A.A. (Criminal Justice), there was no difficulty in finding employers to serve as advisory committee members.

Student Interest

On the Humber Student Experience Inventory, students were asked (Question 95) whether they would be interested in studying at a degree level at Humber. Fifty-two per cent of 1238 students said "Yes".

Primary research undertaken by Humber's Planning & Development Office (Fall 2006) in Toronto area high schools confirmed that there are students interested in studying for a degree in Criminal Justice at Humber. A survey of 335 secondary students drawn from three of Humber's typical feeder schools found that 33 of the students would be interested in a degree in Criminal Justice and another 77 indicated they would consider taking a degree in this field. Although the sample is small, we are confident we could attract the required cohort for the program. Additional research completed by Planning & Development also showed that if the option of a degree had been available, 77 of the current students in related diploma programs at Humber would have chosen a degree program. As a potential indicator of how many students who applied for diploma programs would have met the degree entrance requirements, we reviewed the backgrounds of applicants to the Police Foundations program. Of the 1779 applicants, 215 would have been qualified for the degree.

The survey of 246 current diploma students also showed that 90.6% would be interested in completing requirements for a degree at Humber.

The above student interest information indicates a strong interest in the program among current and potential Humber students.

As a further measure of student interest in degrees in this field, between 1987 and 2000 undergraduate enrolment in criminology programs at Ontario universities increased by 392.6%, according to a report published by the Council of Ontario Universities.

References

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Corrections.com

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Ministry of Community Safety and Correctional Services, *News Release – Ontario Hiring New Probation and Parole Officers*, May 8, 2006

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OPSEU backgrounder, www.opseu.org

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Statistics Canada, Centre for Justice Statistics, A Statistical Profile of Persons Working in Justice-Related Professions in Canada, 1996, 2002

2003 Report of the Auditor General – 2003 Status Report – Chapter 4: Correctional Services Canada – Reintegration of Male Offenders

U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Probation Officers and Correctional Treatment Specialists

Employer Letters of Support



Correctional Service Canada Service correctionnel
Canada Canada

Ottawa, Canada
K1A 0P9

Your file Votre référence

Our file Notre référence

May 31, 2007

Gina Antonacci
Associate Dean
School of Social and Community Services
Humber Institute of Technology and Advanced Learning
3199 Lakeshore Boulevard West
Toronto, Ontario M8V 1K8

Dear Gina:

I am writing on behalf of Correctional Service of Canada to support your application for a degree program in Criminology and Corrections. The future challenges faced by our organization in recruiting and retaining staff with a strong commitment to the Correctional role in the Canadian Justice system will benefit from a program that focuses on our unique issues.

A university degree in a related field is currently required in many of our promotional opportunities for staff. The direct link to your Criminology and Corrections program would be a valuable asset for future candidates. The commitment and focus of a degree versus a diploma demonstrates to the employer the candidate's ability to learn, analyse and a commitment to investigate issues in this focused area of study.

Our experience has shown that graduates of Law and Security programs have a primary focus on a career in policing. Many accept initial employment opportunities with Corrections then move to a police force when they have the opportunity. While we wish them well in their career endeavours, we would prefer not to be in direct competition for staff with our criminal justice partners. An applied degree in Criminology and Corrections would produce graduates with a commitment to the Correctional agenda.

The Correctional Service of Canada would be willing to include this degree program on the list of applicable related studies for employment consideration. We currently work with many colleges and universities to provide co-operative work experience for their students. Humber Institute of Technology and Advanced Learning would be welcome to participate in that program.

Sincerely,

Jim Marshall
Warden, Fenbrook Institution
Correctional Service Canada

Canada



Correctional Service of Canada
Ontario Region

6 June 2007

Gina Antonacci
Associate Dean, School of Social and Community Services
Humber Institute of Technology and Advanced Learning,
3199 Lakeshore Boulevard West,
Toronto, ON, M8V 1K8

Dear Ms. Antonacci

The Correctional Service of Canada is a major employer within the Province of Ontario of graduates from degree programs in Criminology. The entry-level position of Correctional Officer is our major feeder to Parole and Program Officer positions, both of which require candidates to be in possession of an applicable degree. Normally we hire anywhere from 100 to 200 Correctional Officers annually into full-time indeterminate positions.

So . . . the establishment of an applied degree program in **Corrections and Criminology** would be more than welcome by the CSC.

Please add the Correctional Service of Canada as a supporter of your application to establish such a program. Once you are operational I can ensure that CSC would be willing to entertain hosting your students on placement and providing other opportunities to your program such as guest speakers, facility tours etc. Please feel free to contact me directly if more is required.

Yours,

R.C. (Bob) Fisher

Regional Analyst, Human Resources

Correctional Service of Canada,
Regional Headquarters (Ontario)
P.O. Box 1174
Kingston, Ontario, K7L 4Y8

(613) 545-8776 phone
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Canada



The John Howard Society of Ontario 111 Peter Street, Suite 603, Toronto, Ontario M5V 2H1
Tel: (416) 408-4282 Fax: (416) 408-2991 Website: www.johnhoward.on.ca

August 7th, 2007

Gina Antonacci, Associate Dean
School of Social and Community Services
Humber Institute of Technology & Advanced Learning
205 Humber College Boulevard
Toronto, ON
M9W 5L7

Dear Ms. Antonacci:

Thank you for your letter of June 20th, 2007, regarding your application to the Ontario Ministry of Training, Colleges and Universities for approval for Humber to offer a BA in Criminology and Corrections. I was pleased to hear of your interest in developing this program and support this effort.

As you are aware, crime rates in Canada have generally fallen over the last decade. Although we have seen some progressive responses from our current provincial government, particularly with youth initiatives, there continues to be a push for harsher penalties, longer prison sentences and the need for quick and easy political solutions from our governments as well as from many of our citizens.

The criminal justice agenda must be driven by fact, research and principles to be reflective of effective corrections. In order for this to happen, people working in the field must have a solid understanding of the system, relevant literature as well as the nature and causes of crime. The addition of the proposed program by Humber can only add to this collective knowledge base.

All the best with the process and I look forward to hearing confirmation of this addition to Humber's program offerings.

Sincerely

Paula Osmok
Executive Director

Donations to John Howard Society of Ontario are eligible for income tax deduction in Canada under registration number 118975101 RR0002. Founded 1929 by Brigadier General D.C. Draper, C.M.G., D.S.O.

Evidence of Employer Support

Company	Co-op Placement		Hire grads		Student Award Or Scholarship	Guest Lecture	Mentor	Letter of Support	Other
	Paid	Unpaid	Yes	Maybe					
Correctional Service of Canada Ontario/Nunavut Region		√	√			√		√	
CSC Millhaven		√ 2				√		√	
Elizabeth Fry Society of S.C.		√				√			
John Howard Society of Canada		√	√			√	√		
Elizabeth Fry Society of Peel-Halton		√	√						
Fenbrook Institution Correctional Service of Canada		√				√	√	√	Tour

15 Non-Duplication of Programs

15.1 Similar/Related College Programs

Introduction

In this section of the comparative summary, programs offered by Ontario colleges have been clustered by both focus and duration. The college analysis starts with the only degree offered in the CAAT system that is somewhat related to Humber's proposed degree. This is followed by an examination of 3-year Ontario College Advanced Diplomas, 2-year Ontario College Diplomas, and Ontario College Graduate Certificates. Included in each cluster is a summary of the definition and general characteristics of each credential as defined by the new College Credentials Framework (see complete copy of Credentials Framework in Section 16.7). These defining characteristics help to differentiate the credential levels thus highlighting the primary differences between the baccalaureate degree level study in Criminal Justice and college diploma, advanced diploma and graduate certificates in community and justice services, police foundations or law and security administration. Information about the programs was drawn from each college's website.

A. Degrees in Applied Areas of Study

Degrees with an applied focus such this one meet the degree-level standard established by the Postsecondary Education Quality Assessment Board.

Institution: Georgian College
Program Name and Credential: Bachelor of Applied Human Services (Police Studies)
Program Description: This four-year program addresses the nature, role and function of policing. It prepares graduates for career opportunities with the Ontario Provincial Police and municipal police services or other areas such as the RCMP, Canadian Armed Forces, by-law enforcement, private police and investigators, campus police and asset management protection. The program consists of 8 academic semesters and 2 work terms. Students complete 32 courses in the discipline (29 mandatory and 3 elective), 3 designated liberal arts courses in intro to sociology, intro to psychology, and 5 liberal arts electives. Areas of study in the discipline include: police studies (intro and advanced), communications, Canadian criminal justice system, youth and the law, diversity, research methods, police powers, contemporary issues in criminology, evidence, interviewing, forensic science, ethics, professional standards, ergonomics and wellness, human kinetics, criminal law, cross cultural policing, sociology and psychology for policing, community policing, traffic law, document preparation, investigation and evidence, provincial offences, incident command and negotiating skills, public and media relations, human resource management.
Similarities and Differences: <ul style="list-style-type: none">While there are some similar courses in the Georgian and Humber degrees such as the Canadian Criminal Justice System, youth and the law, criminal law, research methods, sociology and psychology, the Georgian degree is clearly focused on elements of police practice. Humber's degree is focused more broadly on criminology and the correctional system and offers just one course on policing.

- Even within courses that appear common to the degrees (e.g., youth and the law, research methods), the focus of the courses is different with Georgian's courses focusing on the topics from a policing perspective.
- Students in both degrees are required to take the same number of discipline-related courses and breadth courses.
- The Georgian degree requires two 14 week work terms; Humber's proposes the equivalent of one work term broken into two eight-week blocks.
- The Georgian degree prepares graduates for careers in policing, while Humber's prepares graduates for careers as corrections officers, probation and parole officers, immigration officers, customs inspectors, correctional residential workers, community justice facilitators or in areas of policy development and analysis.
- Students in the Humber program receive a broader background in criminology.

B. Three-Year Ontario College Advanced Diplomas

General Characteristics as defined by the Ontario Colleges of Applied Arts and Technology Credentials Framework (see Appendix 16.7)

These diplomas meet the provincial requirements for Ontario College Advanced Diplomas, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for advanced diplomas, but not the same as the degree-level standards;
- Fundamental generic employability skills as defined for college diplomas and advanced diplomas
- 3-5 general education courses but not necessarily of increasing complexity as specified for degree-level study; and
- Admission requirements as established in Regulations and Minister's Binding Policy Directives, but not equivalent to degree-level admission requirements

There are no related Ontario College Advanced Diplomas in Ontario.

C. Two-Year Ontario College Diplomas in Related Fields

These diplomas meet the provincial requirements for Ontario College Diplomas, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for college diplomas, but not the same as the degree-level standards;
- Fundamental generic employability skills as defined for college diplomas and advanced diplomas
- 3-5 general education courses but not necessarily of increasing complexity as specified for degree-level study; and
- Admission requirements as established in Regulations and Minister's Binding Policy Directives, but not equivalent to degree-level admission requirements

Institution: Algonquin, Cambrian, Canadore, Centennial, Humber, Loyalist, Fleming, Niagara, St. Lawrence

Program Name and Credential: Community and Justice Services Ontario College Diploma

Program Description:

The Community and Justice Services program is a two-year diploma that prepares students for entry level positions in the corrections/criminal justice system. Graduates could find work in both federal and provincial correctional facilities, residences for adult or young offenders and community based services. The exact mix of courses varies from college to college but typically courses are drawn from the following areas: criminology, the correctional system, correctional programming and administration, criminal law, group dynamics, psychology, sociology, youth justice, diversity, special populations, community corrections, intervention techniques, behaviour management, fitness and wellness, crisis intervention, case management, ethics, victimology, addictions, communications and general education. All programs include a field placement.

Similarities and Differences:

- There is a fair degree of overlap in the content areas covered in these diploma programs and the proposed degree; however, the degree provides a stronger theoretical foundation and greater depth of coverage.
- The diploma programs focus on entry-level skills.
- The degree program has a greater emphasis on higher-level critical thinking and analysis.
- The degree program prepares graduates for positions such as probation and parole which are not open to graduates of diploma programs.
- The degree has a much stronger breadth focus.
- Entrance requirements for the diploma are lower than those for the degree.

Institution: Algonquin, Cambrian, Canadore, Centennial, Conestoga, Confederation, Durham, Fanshawe, Fleming, Georgian, Humber, Lambton, Mohawk, Niagara, Northern, St. Clair, St. Lawrence, Sault, Seneca, Sheridan

Program Name and Credential: Police Foundations Ontario College Diploma

Program Description:

Police Foundations is a two-year diploma program leading towards a career in policing. The exact mix of courses varies from college to college but typically courses are drawn from the following areas: the criminal justice system, criminology, psychology, sociology, ethics, diversity, youth and the law, interviewing and investigations, provincial offences, fitness, lifestyle management, police standards and practices, community policing, conflict management, traffic management, crime scene investigation, court case preparation and presentation, private policing, group dynamics, public administration, communications and general education.

Similarities and Differences:

- There is some overlap in the content areas covered in these diploma programs and the proposed degree; however, the diploma programs clearly focus the content on applications to policing.
- The degree provides a stronger theoretical foundation and greater depth of coverage.
- The degree program has a greater emphasis on higher-level critical thinking and analysis.
- The degree has a much stronger breadth focus.
- Entrance requirements for the diploma are lower than those for the degree.

Institution: Cambrian, Conestoga, Confederation, Durham, Fanshawe, Fleming, Lambton, Loyalist, Mohawk, Niagara, St. Clair, Sault
Program Name and Credential: Law and Security Administration Ontario College Diploma
<p>Program Description: Law and Security Administration is a two-year program that focuses on career options in law enforcement such as private security, public safety and customs and immigration. The exact mix of courses varies from college to college but typically courses are drawn from the following areas: communications, psychology, sociology, criminal justice system, criminology, ethics, diversity, fitness and lifestyle management, interpersonal skills and group dynamics, public administration, defensive tactics, customs, immigration, youth and the law, correctional procedures, loss prevention, evidence and investigations, provincial offences, by-law enforcement, community policing, security operations management, private security, conflict management, electronic security, alcohol and gaming, interviewing and investigations, and surveillance.</p>
<p>Similarities and Differences:</p> <ul style="list-style-type: none"> ▪ There is some overlap in the content areas covered in these diploma programs and the proposed degree; however, the degree provides a stronger theoretical foundation and greater depth of coverage. ▪ The degree program has a greater emphasis on higher-level critical thinking and analysis. ▪ The degree has a much stronger breadth focus. ▪ Entrance requirements for the diploma are lower than those for the degree.

D. Ontario College Graduate Certificates

These certificates meet the provincial requirements for Ontario College Graduate Certificates, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for Ontario College Graduate Certificates. Intent is to provide a complex understanding/greater depth in a narrow range of skills;
- Fundamental generic employability skills not required but locally determined;
- General education courses not required but locally determined; and
- Admission requirements require possession of an Ontario College Diploma, Ontario College Advanced Diploma or University Degree, as established in Regulations and Minister’s Binding Policy Directives

Institution: Durham College
Program Name and Credential: Penology and Youth Ontario College Graduate Certificate
<p>Program Description: This one-year certificate program focuses on corrections and youth work. The corrections (penology) content provides graduates with the skills that are required of federal and provincial corrections officers. The young offender content provides applied skills in the areas of group homes, treatment facilities and other employers using care management and behaviour modification programs. Applicants must have a related college diploma or university degree or</p>

related work experience to enter the program. Areas of study include: case management, deviant behaviour and abnormal psychology, justice and youth crime, penology and correctional procedures, research skills, sociological theories of crime, working with diversity, behaviour management and modification, community corrections, conflict management and crisis intervention, corrections – issues and programs, counselling skills, lifestyle management and the psychology of criminal behaviour.

Similarities and Differences:

- The degree is designed for students coming directly from secondary school whereas this graduate certificate is intended for graduates of university degrees or college diplomas.
- There is some overlap in the content areas, although the degree offers more courses in the discipline area.
- The degree has a strong breadth component, which is not required in graduate certificates.

The College has on file and available upon request the research undertaken to complete Appendix 15.1.

15.2 Similar/Related University Programs

Note: Information about the programs was drawn from each university's website.

1.	Institution: University of Toronto
Program Name & Credential: Bachelor of Arts in Criminology	
<p>Program Description: The University of Toronto offers a Bachelor of Arts degree with a major or specialist in Criminology. The major program requires completion of 7 full course credits in criminology; the specialist program requires 10 full course equivalents and is recommended for students who intend to enrol in graduate programs. The Criminology degree is an interdisciplinary program which provides students with a foundation for the understanding of crime, the administration of justice in Canada and more generally, the processes of social order and disorder. It incorporates theory, research methods and knowledge from a wide range of other disciplines such as history, political science, sociology, law, psychology, economics and philosophy. First year students must take 4 full course equivalents including an introductory level course in economics, history, philosophy, political science, psychology, or sociology. In their second year, students take two criminology courses – Introduction to Criminology and Introduction to Criminal Law and Procedure. Third year courses include crime theory and policy, crime and society in Canadian history, the prosecution process, policing, penology, research methods in criminology, law & psychiatry, crime and mind, youth justice, young offenders, crime and gender, representing crime and authority, legal regulation of morality, topics in criminology – public space, hate crime, communities and crime, independent study or research participation. Fourth year courses include: risk, uncertainty & criminal justice, crime & politics, seminar in penology, criminology research project, and interpersonal violence, which give students an opportunity to explore more specific questions in a seminar setting.</p>	
<p>Similarities and Differences:</p> <ul style="list-style-type: none"> ▪ There is some similarity in the courses offered in both degrees. Unique courses in the Humber degree include crime prevention, community corrections, case management in corrections, management in correctional settings, comparative corrections, as well as all the courses in the applied skills stream such as interpersonal skills, counselling: theory and practice, conflict management, and group dynamics. ▪ The proposed Humber degree will focus on the correctional system whereas U. of T.'s program focuses on a broader range of issues related to criminology. ▪ Humber's program includes a work placement in a community and institutional setting which is not required for the U of T program. ▪ Humber requires completion of a greater number of courses in the discipline. 	

2.	Institution: University of Ontario Institute of Technology
Program Name & Credential: Bachelor of Arts in Criminology and Justice	
<p>Program Description: This program is designed to teach students a broad range of skills in the field ranging from criminal justice to law and human rights. The first year of study is common to all criminology and justice students. Beginning in year 2, students can either continue with the comprehensive</p>	

program of study or can choose to specialize in either police studies or correctional studies. Areas of study include: philosophy, political science, intro to criminal justice, intro to the Canadian legal system, computing for social sciences, ethics, psychology, sociology, social policy, justice theory and policy, diversity, research methods, criminal behaviour, criminal law or customs and immigration law, sociological theories of crime, quantitative and qualitative methods, victimology, domestic violence, policing, youth crimes, criminal gangs, conflict, women in the criminal justice system, prosecution and sentencing, hate crimes, terrorism, recidivist criminals, community corrections, the prison experience, corrections management and leadership, community policing, restorative justice, international perspectives on corrections, mediation, alternative methods of justice, and an integrating project. (Note: some of the previous topic areas are options.) Students must also complete a one-semester work placement.

Similarities and Differences:

- Students in the UOIT degree have the option of specializing in correctional studies which is similar to the Humber degree.
- There is some similarity in the courses offered in these two programs. Unique courses in the Humber degree include crime prevention, community corrections, case management in corrections, management in correctional settings, comparative corrections, as well as all the courses in the applied skills stream such as interpersonal skills, counselling: theory and practice, conflict management, and group dynamics.
- In their work placements, Humber degree students experience both a community and an institutional setting.

3.	Institution: York University
Program Name & Credential: Bachelor of Arts in Criminology	
<p>Program Description: York offers a Bachelor of Arts degree in Criminology. The York program focuses on the analysis of crime, criminality, delinquency and social control, organized crime, systems of justice, and murders and crimes in the 21st century. Theoretical and methodological approaches central to criminology are complemented by a number of disciplines including anthropology, history, political science, sociology, philosophy and psychology. For the honours B.A. in criminology, students must complete 120 credits of which 54 credits must be in criminology including 36 credits earned in the following required courses: introduction to criminology, sociological methods, theories of criminology (or criminological theory), the criminal justice system (or Public Law 1 and Policing and the Community), corrections and alternative forms of justice, and a criminology honours seminar. The additional 18 required criminology credits are drawn from a wide range of criminology elective courses. At least 6 credits must be taken at the 4th year level.</p>	
<p>Similarities and Differences:</p> <ul style="list-style-type: none"> ▪ The proposed Humber degree will focus primarily on the correctional system whereas this degree focuses on a broader range of issues related to criminology. Unique courses in the Humber degree include crime prevention, community corrections, case management in corrections, management in correctional settings, comparative corrections, as well as all the courses in the applied skills stream such as interpersonal skills, counselling: theory and practice, conflict management, and group dynamics. ▪ Humber’s program includes a work placement in a community and institutional setting. 	

4.	Institution: University of Ottawa
Program Name & Credential: Honours Bachelor of Social Sciences in Criminology	
<p>Program Description:</p> <p>This honours degree focuses on the nature and dynamics of behaviour that contravenes social norms, the social construction of norms and of the notion of crime, the criminalization of specific behaviour, individual and groups in social relations, the analysis of goals and the workings of the criminal justice system and the examination of contemporary forms of intervention. For the specialization in criminology, students must complete 120 credits including 3 credits in essay writing, 3 credits in literature, 54 elective credits and the remainder from the discipline. Required areas of study in the discipline include: introduction to criminology, history of criminological thought, criminal justice and penal norm, criminological theories 1 and 2, research methodology in criminology, community intervention in criminology, individual intervention in criminology, quantitative research in criminology, abolitionism and the criminal justice system, qualitative research in criminology, a field placement and an assessment of the field placement. Student must also take nine optional CRM credits and six optional CRM credits at the 4000 level.</p>	
<p>Similarities and Differences:</p> <ul style="list-style-type: none"> ▪ The proposed Humber program will focus primarily on the correctional system whereas this degree focuses on a broader range of issues related to criminology. Unique courses in the Humber degree include crime prevention, community corrections, case management in corrections, management in correctional settings, comparative corrections, as well as all the courses in the applied skills stream such as interpersonal skills, counselling: theory and practice, conflict management, and group dynamics. ▪ The Humber degree does not have a requirement for a literature course, although this could be one of the breadth elective choices, or a course in essay writing. ▪ The Humber program has a capstone project course in the 4th year. ▪ In their work placements, Humber degree students experience both a community and an institutional setting. 	

5.	Institution: Ryerson
Program Name & Credential:	
<p>Program Description: Ryerson offers a Bachelor of Arts degree in Justice Studies. This degree builds on two years of social science foundations which are shared with the Politics and Governance, Psychology and Sociology programs, with specialized study in Criminal Justice in the final two years. In the first two years, students are introduced to Criminal Justice through a number of core courses that address the nature of policing, the criminal courts, and the prison system, as well as the main theories of crime and the nature and extent of crime in Canada. They also study the foundations of criminal law in Canada and the role and experiences of victims of crime, along with a variety of social sciences such as sociology, politics and governance, psychology, economics and geography and a broad range of liberal areas electives. The final two years explore criminal justice in great depth focusing on youth justice, aboriginal justice, strategies of crime and prevention as well as the influence of race, class, gender and other forms of social inequality on the administration of criminal justice.</p>	
<p>Similarities and Differences:</p> <ul style="list-style-type: none"> ▪ The proposed Humber degree will focus primarily on the correctional system whereas the Ryerson degree focuses on a broader range of issues related to criminal justice. Unique courses in the Humber degree include community corrections, case management in corrections, management in correctional settings, comparative corrections, as well as all the courses in the applied skills stream such as interpersonal skills, counselling: theory and practice, conflict management, and group dynamics. ▪ Humber's program includes a work placement in a community and an institutional setting. 	

The College has on file and available upon request the research undertaken to complete Appendix 15.2. The college found that there are more than five similar or related existing programs offered at Ontario universities that could have been listed.

16 Optional Material

16.1 Humber Overview

Humber is one of Canada's leading educational institutions, offering postsecondary certificates and diplomas, apprenticeship education, as well as specialized bachelor's degree programs. In addition, Humber offers distinctive programs for university and college graduates. Its mandate is to provide a comprehensive and balanced mix of educational programs and services, which assist students and corporate clients to identify and pursue educational, career and life goals. Based in Toronto, Humber serves 17,000 full-time students and provides continuing education to 55,000 part-time registrants in 140 full-time postsecondary and apprenticeship programs and 200 part-time certificate programs. Humber also provides customized corporate training through business-to-business partnerships to thousands of employees annually.

In February 2003, Humber received a new designation as an Institute of Technology and Advanced Learning, which builds upon the strategic direction that was embarked on several years ago. Humber will continue to provide a comprehensive range of programming including apprenticeships, certificates, advanced diplomas, diplomas and graduate certificates. The designation allows Humber to further expand its offerings to meet changing skill requirements and provide up to 15 % of its programming in degree programs. In September 2003, our first three honours bachelor degree programs with an applied focus were launched in Bachelor of Applied Arts (Paralegal), Bachelor of Applied Business (Electronic Business) and Bachelor of Applied Technology (Industrial Design). Since that time, a Bachelor of Applied Music (Contemporary Music), a Bachelor of Applied Arts (Interior Design), and a Bachelor of Applied Arts (Creative Advertising) were approved and started. Humber has received consent to offer another five degrees: Bachelor of Applied Business (Tourism Management), Bachelor of Applied Information Technology (Software Systems), Bachelor of Applied Business (Human Resources Management), Bachelor of Applied Business (International Business) and Bachelor of Applied Business (Fashion Management).

Over the years Humber has embarked on a number of innovative partnerships with other postsecondary institutions to increase access to degree completion for our students. Some examples of these include:

- The University of Guelph–Humber, which opened its campus in the fall of 2003, offering a unique blend of integrated diplomas and honours degrees in four years of full time study
- A Bachelor of Nursing degree at Humber in partnership with the University of New Brunswick
- A York University Senate approved transfer agreement for a number of Humber general education courses
- 24 formal transfer agreements with Ontario and other Canadian and international universities

Humber has a number of unique areas of specialization that provide services for niche markets. They provide a wide array of learning services for employers and individuals, many of which are fee-for-service offerings. These include:

- Corporate Education Services
- Canadian Plastics Training Centre
- Centre for Employee Benefits
- Sailing and Powerboating Centre
- Transportation Training Centre
- Digital Imaging Training Centre
- Humber School for Writers
- Ontario Post-Production Training Centre
- IT Certification Centre
- The Language Centre
- Project Management Centre
- Nine Community Job Search/Career Planning Services

Humber has been providing workplace specific training to employers for over 20 years. Customers include Husky, Magna, Boeing, Bombardier, Canada Post, Honeywell Limited, Hydro One, TTC, Dare and Longo's. Conference management services are also provided to upgrade working professionals in areas such as palliative care, pharmacy technician and employee assistance programs.

Our International Projects Office is involved in the design and delivery of customized training programs to assist with human resource development and technical training in many parts of the world such as Malaysia, Bangladesh, India and China. Projects and training are designed in conjunction with our international partners to ensure that their specific needs are directly addressed. In addition, Humber has agreements with international universities, such as Ningbo University in China and the University of Shanghai for Science and Technology.

Humber is recognized both nationally and internationally for its excellence, innovation and commitment to quality. It is the only institution in Canada to be invited to join the prestigious League for Innovation, a consortium of 20 leading institutions and colleges in North America, organized to stimulate experimentation and innovation in all areas of college development.

Vision

Humber – excellence in polytechnic education.

Humber Mission

Humber develops broadly educated, highly skilled and adaptable citizens who significantly contribute to the educational, economic and social development of their communities. We accomplish this by:

- preparing learners for careers through a comprehensive choice of educational credentials in a broad range of programming;
- developing informed and engaged citizens through an applied and liberal education;
- enabling organizations to enhance their effectiveness through customized training and lifelong learning opportunities; and
- supporting our local communities through outreach activities.

Humber Values

Excellence... by maintaining high academic standards and emphasizing quality academic programming and services

Learner Focus... by placing students at the centre of all decisions

Innovation... by anticipating changes in global society and the workplace and responding with creative and flexible learning approaches

Respect... by acknowledging the dignity and contribution of each individual in our diverse community through fair, ethical and courteous actions and communications

Goals

- 1.0 Lifelong Learning – Provide a high quality learning experience through a variety of options and pathways that students and clients choose throughout their lives.

Today's increasingly competitive and changing global marketplace makes it imperative for Humber to become a learning community that learners choose throughout their lives. Their decision will be based on Humber's competence and reputation for best meeting the needs of learners and clients. Humber will be known for its learning-first approach and the quality of its programs and services.

- 2.0 Learner Centered – Cultivate an organizational culture in which policies, programs, practices and personnel place learning as the top priority.

Over the last few years, Humber has taken action to increase the level of learner and learning-centered activities, thereby enhancing learner success, improving institutional effectiveness, reinforcing values and behaviours consistent with a lifelong learning culture and ensuring a commitment to staff development and recruitment. This journey is ongoing and fundamental to our future success.

- 3.0 Enabling Employees – Enhance the skill levels of Humber employees to reach their personal potential and meet the changing learning and service needs of Humber's students and clients.

For Humber to find and respond effectively to current and potential markets, all employees must understand and assimilate the vision. This goal challenges all employees to participate actively in developing their own learning plans and accessing appropriate professional development to remain current and to prepare for future roles. It also challenges the Humber community to provide all employees with the tools they need to do the best job possible and to recognize and appreciate employees for their contribution.

- 4.0 Market Responsiveness – Position Humber to anticipate, assess and respond to learning needs to reflect changing workplace needs in select Canadian and global markets.

Humber must respond faster to shifts in traditional markets including the development of new initiatives in select Canadian and global markets. To maintain its position as a leader in education and training, strategic partnerships and alliances are essential to infuse new ideas and promote growth. Humber must continue to align its strengths in program delivery in conjunction with the marketplace. Programs and services need to keep pace with the rapidly changing job market for full time students and to meet the continuous

learning needs of these students, part time learners, and our corporate clients. Each employee carries the responsibility for being Humber's "eyes and ears". Research practices and information systems need to be developed to track market intelligence that employees gather. Employees and partners must keep market responsiveness in their thinking, and all planning decisions must be based on a Humber-wide marketing plan.

5.0 Financial Sustainability – Create a financial environment that will support high quality learning and service experiences.

Government funding cuts and caps have eroded our traditional revenue base. At the same time, changes in learning modes present new costs and offer new revenue opportunities. These factors affect the financial planning framework and necessitate the evolution of financial processes at Humber, as well as the alignment of organization policies to support new initiatives.

16.2 Humber Code of Ethics

Humber Institute of Technology and Advanced Learning has established principles and values governing the conduct of all Humber employees which honour and promote the preservation and protection of fundamental freedoms and human rights. Humber's Code of Ethics stresses the importance of fairness, honesty, professional integrity, respect, and trust, and the Code spells out, in detail, what is expected of employees in relation to each of these principles.

The Code of Ethics forms an integral part of Humber's quality assurance system in that it sets out the principles, and some of the practices, against which performance is measured through the Operational Review and Program Review Self-Assessment Reports.

The Code of Ethics outlines the principles and values that guide the conduct of all Humber employees and honours the preservation and protection of fundamental human rights.

Underlying the code is a belief that each employee has the right to dignity and respect. By supporting and abiding by this Code, the employees of Humber will demonstrate by their behaviour that they have concern for the fundamental rights and freedoms of students, other employees, and the community at large.

We support the following principles:

Fairness – In our relationships with others, we strive to be fair and just in our decisions and actions. To provide fair and just treatment, we carefully weigh the circumstances and variables linked with any decisions and make the best attempt to be consistent and equitable in the application of our principles.

Honesty – We can achieve an open working and learning environment when we feel secure enough to provide honest commentary about the operation and management of the organization. From our work in the classroom to the delivery of administrative and support services, we strive to encourage a climate of honesty, which serves the interests of the institution and protects the well being of all individuals.

Professional Integrity – In educating students, we strive to act in their best interests. As a community dedicated to providing education, we demonstrate professional integrity and exemplary behaviour in all that we do in and for Humber.

Respect – We demonstrate a high regard for the rights and opinions of others. It is our responsibility to establish a climate of mutual respect; to protect the rights and freedoms of others; and to be discreet in dealing with confidential matters.

Trust – A healthy organization is built on trust. The development of trust relies on our ability to recognize threats to the psychological and/or physical safety of others and to eliminate those threats by treating others equitably, fairly, and in a non-exploitive manner. We strive to provide a secure learning and work environment.

16.3 Generic/Employability Skills

Generic/employability skills form a critical component across the curriculum in Humber College programs, and their inclusion stresses Humber's commitment to a learning culture that fosters critical thinking, communication skills, and cultural and social understanding in our learners. Humber recognizes the part that generic skills play in fostering social inclusion and good citizenship, and Humber's staff, faculty, and administration take this role seriously.

In the mid-1990's, Humber set up the Generic/Employability Skills Task Force to identify, and then implement across the institution, a set of identifiable and measurable core generic skills. These are abilities, attitudes and behaviours that employers look for in recruits and that employers often develop through training programs for current employees. These skills are developed in school and through a variety of life experiences outside of school. The concept of generic/employability skills originated with educators, especially those working on programs specifically designed to facilitate finding, keeping, and progressing in a career. Generic skills are often defined as transferable, "preparatory or foundational" skills upon which a person builds job specific and lifelong learning skills.

Historically, assessment for the purpose of employment has consisted of general ability and personal skills assessment tests supplemented by job-specific assessments. Recently, that has changed with ever increasing numbers of employers testing foundational skills before hiring. This trend underlines the importance of developing generic skills in our graduates. The best results in developing these skills seem to be achieved when generic skills are integrated with academic and vocational skills training, forming a set of foundational, employability skills.

In the past few years, Humber has made a concerted effort to make sure that generic skills are included on course outlines and that professors and program coordinators track where they are introduced, reinforced, and assessed. Humber's list of Generic Skills is as follows:

Communication Skills - the skills that allow human beings to respond to written and oral instructions; to communicate ideas and concepts in written and oral forms; to write assignments and reports; to respond to questions and documentation.

Personal Skills – the skills that help people understand how to manage their lives. They include effective resource management, working in time frames, an ability to meet deadlines, appropriate stress management strategies, and the feeling and demonstration of self-confidence and self-directedness. These skills are especially helpful in the workplace and in effective career development strategies.

Interpersonal Skills – the skills that help human beings adjust to life in society and with others. They include the ability to recognize diversity and individual differences; to accept responsibility for one's actions in groups; to lead a group effectively; to evaluate the behaviour of others and provide constructive feedback; and more.

Thinking Skills – the skills that allow people to reason, to use logic, to hypothesize, to rationalize and understand, to conceptualize, to contemplate, to invent, and to create.

Mathematics Skills – the skills that allow people to cope confidently with the mathematical demands of adult life. They allow people to perform various tasks such as managing finances, estimating amounts, verifying discounts, reading graphs and charts, and making reliable judgments on the information presented.

Computer Skills – the skills needed to use electronic technology devices including computer software programs, the Internet, e-mail, and more.

Humber's generic skill set was accepted in its entirety by the University of Guelph in the development of courses for all joint programs.

Some generic skills are introduced, reinforced and evaluated within the context of courses directly related to the student's program. Others are taught in specialized courses. For example, the English Communications Department offers a number of courses and services designed to develop and hone the students' communications skills.

Humber has expertise in developing and refining students' communications skills as well as providing students with academic support in this area. In addition to a number of Communications courses designed to meet the needs of diploma programs, Humber offers courses which will serve as the foundation for further development of degree level English/Communications courses.

COMM 303 – This course is called Communications for Peer Tutors and is a specialized version of COMM 300 that allows students to complete their English Communications requirement for graduation and receive training in tutoring English. It is designed for those who perform extremely well in English Communications. The course is team taught by professors from the English Department and the Counselling Services Department. The course teaches students to work as peer tutors for the college, offering assistance with writing and speaking skills to fellow students. A peer tutor system such as this could be developed for degree students.

Students in certain college postsecondary programs such as Journalism, Public Relations, Theatre Performance, Music, and Technology areas take an English Communications curriculum that is designed to fit the unique needs of their program areas.

Humber also offers specialized English Communications courses for Technology programs.

Such specialized English Communications courses could be developed for the specific fields of study in which we offer applied degrees.

In addition to these, Humber currently offers two university-level English Communication courses that are fully accredited through Thompson Rivers University. These are:

- COMM 400 – Literature and Composition 1
- COMM 401 – Literature and Composition 2

These courses build on and reinforce students' academic writing skills and develop their critical reading abilities through analyzing various forms of literature. Emphasis is placed on writing clearly and correctly and on students' abilities to articulate their understanding of the themes and structures of the required texts.

Services for non-native speakers of English: - The English Communications Department offers English for Academic Purposes which is a certificate program for non-native speakers of English who wish to improve their communication skills in preparation for entry into university programs.

Academic Support: Humber operates Writing and Mathematics Centres at both campuses that are open to all students who want assistance with their writing and math skills. They are staffed by faculty members and peer tutors, and they are open daily.

Writing Across the Curriculum: For the past several years a Writing Across the Curriculum policy has been in place for all programs. The policy ensures that every full-time student will take at least one writing intensive course per semester. There are resource people available to help professors who teach the writing intensive courses. Also, the students have access to peer tutors and staff in the Writing Centres for assistance with writing.

16.4 Learning Values

Humber is committed to developing the following values in curriculum for our learners in courses leading to postsecondary degree-granting status:

- to develop the students' understanding of the evolution of knowledge through a growing awareness of the historical context of their studies;
- to enhance the students' international understanding through the concept of how their disciplines fit into a global context;
- to foster ethical development in understanding the moral, legal and socially responsible approaches to particular subject matters;
- to enhance aesthetic development through a growing appreciation and understanding of critical examinations of disciplines;
- to develop competencies in applying appropriate forms of enquiry when researching and understanding the essential considerations involved with various approaches to learning;
- to develop students' depth and breadth of understanding of the theories of various subject matters and their essential contribution to achieving objectives;
- to encourage students' independent thinking in accomplishing both individual and team assignments, research of material, and development of theories and views; and to enhance students' appreciation of learning new theories, tools, applications and activities, which generate excitement in effectively mastering subject matter.

16.5 Freshman Integration and Tracking System

In order to continue offering excellent postsecondary education at Humber, it is vital that we constantly assess and assure the quality of our offerings. For more than 20 years, the college has tracked and analyzed the data from students through a process called the Freshmen Integration and Tracking System (FITS).

The FITS system has been designed to identify academic and service support needs of individual students and to ensure timely intervention to meet these needs. The purpose is to increase student retention and success based on twenty years of experience with this system.

FITS specifically examines how learners' needs can be met, what the nature of student interactions with Humber staff are, which type of learning culture and climate students are experiencing; detailed information about grades, program averages, enrolment status, courses failed or dropped, and information about individual schools, campuses and programs. It can help to identify the determinants of student success, and provides a sophisticated means of examining reasons for student departure across Humber as a whole, a particular campus or an individual program.

FITS was designed, developed and validated in Canada over the past 20 years to help postsecondary institutions:

- connect with learners (promote learner integration and commitment)
- connect with learning (identify and understand barriers to learning)
- improve student performance and student retention.

Conceptual Foundation

The design and development of FITS was based on twenty-five years of research into student attrition in Canada and the U.S. (Dietsche, 1990; Tinto, 1986; Pascarella & Terenzini, 1983, 1991). Based on the “person-environment fit” model of student departure, the key findings of this research are: 1) departure, and educational outcomes more generally, are a function of the interaction between learner characteristics (e.g. academic aptitude and skills, goals, interests, attitudes, commitments) and the learning environment he/she encounters in the college or university; 2) the first year, when the largest percentage of students fail and/or leave, should be the focus of retention efforts; 3) many students who leave college are not academic failures; 4) effective retention/success programs track learners to identify those “at risk” and intervene with targeted, personalized strategies. In essence, student retention and academic success depend on the degree of congruence or “fit” between learners and learning environments. Effective retention programs act to maximize this fit.

Colleges wishing to improve retention and academic success, therefore, must manage learning environments to engage students in a way that every individual receives the learning and support services he/she requires to be successful. The effect is to “integrate” learners into the learning environment. In the current resource context, creating this effect without the aid of

computer technology is difficult. FITS, a “decision-support” management software tool, helps achieve these goals by creating partnerships for learning in an efficient and effective manner.

Information Captured

The FITS software can integrate and store five types of data for each new student.

1. **High School Grades:** Selected high school course grades (e.g. English, math, biology, chemistry etc.) can be saved in the database. Users may customize this section to select desired/relevant courses unique to a particular educational jurisdiction.
2. **Basic Skills/Aptitude Test Scores:** Students' scores on tests of aptitude/basic skills (e.g. ACT, SAT, literacy, numeracy, study skills etc.) can be entered into the system. This component can be customized by users to accommodate local conditions (number of tests).
3. **Information on Students at Entry:** The *Partners in Education Inventory*, a 100+ item questionnaire, provides a comprehensive description of new college students in terms of their demographics, high school background, attitudes, perceptions, needs, goals and behaviours.
4. **Information on Student Experiences:** The *Student Experience Inventory*, a 100+ item questionnaire, provides a comprehensive description of the college experience for each student including their needs, attitudes, perceptions and behaviours. These data act as an early warning system by identifying students who are considering leaving college.
5. **Student Performance:** Information on academic performance (program average, grades in selected courses, percent of courses failed), enrollment status, and number of courses taken are captured both at mid-term and end-of-term, where available. This constitutes the "outcomes" section of the *System* and is used to identify four types of student: academically successful students who persist; academically successful students who leave college; academic failures who persist, usually on probationary status; and academic failures who drop out.

Uses of the Information

FITS information may be used in various ways by vice-presidents, faculty, counsellors, advisors, program managers, deans, service directors and research staff. Issues addressed include:

1. **New Student Profiles:** Describes the characteristics (e.g. demographic, academic, needs, goals, attitudes) of new students attending a specific college, campus or program. Annual comparisons identify trends that may suggest program or curriculum changes to increase student success and persistence.
2. **Service Delivery:** Identifies student support needs and personally targets student services information to every new student. Quantifies new student need/demand for each support service to inform resource allocation and delivery in an efficient and effective manner.
3. **College Image/Recruitment:** Describes how students access information about, and on what basis they choose to attend a given college. Measures are obtained about new students' perceptions of a college as an inexpensive proxy for image research. College recruitment information by geographic location is also available using postal code data. Defines the

characteristics of market segments (e.g. mature students, direct-entry etc.) to inform strategic recruitment.

4. **Customer Service:** Provides information on student interactions with college staff during the application, admissions, orientation and registration period. Constitutes an easy and efficient measure of a college's customer service climate.
5. **Counselling/Advising Support:** Detailed information on students who consent to sharing their data is available to counselling/advising staff to augment one-on-one discussions, at entry to college and at mid-term, focussing on student success and problem resolution.



2007-2008

Admission Requirements

and

Academic Regulations

for

Degree, Diploma and Certificate Studies

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1. Admission

1.1 Admission Requirements for Postsecondary Certificate and Diploma Programs

The minimum admission requirement for eligibility into postsecondary Certificate and Diploma programs is an Ontario Secondary School Diploma (OSSD) or equivalent, or eligibility as a mature student.

In addition, most programs have program specific admission requirements. These may include specific secondary school courses, voluntary work experience, etc. As requirements vary from program to program, you should refer to the specific admission requirements for each program located in the College calendar.

Applicants who do not possess the minimum academic admission requirements but who are 19 or older by the first official day of classes may apply as mature students.

The admission department will assess the current academic strengths of mature student applicants through testing and may recommend direct entry into a program or academic upgrading to help better prepare a mature student for their studies.

Please note, if you are applying for admission to an Ontario Graduate [Certificate program](#) you must possess a University Degree, College Diploma and/or equivalent work experience.

1.1.1 Equivalent Admission Requirements

If you attended secondary school in another province or country, you must prove that your educational standing is equivalent to the Ontario Secondary School Diploma (OSSD).

1.1.2 Re-Admission

A student who interrupts their studies or has not graduated within 200% of the normal program duration (see Section 8.2) or whom the College has withdrawn is subject to the current admission requirements for the program in question and the order of priority of admissions applicable to the program.

Note: In circumstances where previous college academic progress or behavioural patterns have been unacceptable, a further admissions review may be required. In such a review, an applicant must be able to demonstrate evidence of the ability to perform at an acceptable standard in the program in question.

1.1.3 Transfer Applicants

1.1.3.1 Postsecondary Certificate and Diploma Programs

Any student who wishes to transfer from one Postsecondary program to another must apply to the Office of the Registrar. The normal admission requirements and order of priority apply to admission to the new program.

1.1.3.2 Previous Education at Humber

Students who transfer from one Humber program to another will automatically be given credit in all courses common to both programs for graduation purposes.

1.1.3.3 Previous Education in Other Educational Institutions

Students who have successfully completed certain approved Articulation courses and/or Postsecondary courses may receive transfer credit in equivalent courses.

1.1.3.4 Transfer Credit

Transfer credit for individual courses is awarded when a student is granted credit for work completed which is equivalent in content to work covered in the course/unit in question, and no other course needs to be substituted.

Students seeking Exemption Credits must provide certified transcripts, course outlines, and/or other documentation or proof to the Office of the Registrar. The Registrar, on the recommendation of the appropriate Dean or Associate Dean will grant students transfer credit.

1.2 Admission Requirements for Degree Programs

1.2.1 Admission Requirements

Admission requirements for each of the degree programs are published in the College calendar. Prospective students may apply through one of the three categories identified in Section 1.2.3.

Conditional Offers of Admission

Terms of the conditional offer of admission as stated in the approval letter must be met prior to beginning studies at Humber or as otherwise stated in the approval letter. Failure to complete the conditional requirements will result in withdrawal from the program.

1.2.2 Re-admission

Students, whose studies have been interrupted for any of the following reasons, will be required to petition the Humber Admissions and Study Committee (HASC) if they desire to continue studies in the same program:

- a) Students who fail to register in four (4) consecutive terms.
- b) Students who fail to graduate within 200% of the normal duration of the program.
- c) Students suspended for academic misconduct.
- d) Students who are suspended for academic failure.

1.2.3 Admission Categories

You may apply for admission to Humber degree programs under one of the three categories listed below. In addition to the eligibility criteria listed, please refer to the detailed admission requirements for each program to confirm specific subject requirements. Admission is competitive and will be based on your overall qualifications and the availability of space in the program.

Admission Category	Eligibility Criteria
Secondary School Graduate	If you have successfully completed a secondary school diploma (OSSD) with 6 12U, M (U/C) or OAC level courses and a minimum average of 65% including Grade 12 U English or OAC English 1, or equivalent, you may apply as a Secondary School Graduate. In addition to the minimum average of 65%, you must achieve a final grade of not less than 60% in each of the published subject

	requirements for your program of interest.
Mature Student	<p>If you are at least 21 years of age and have not graduated from secondary school with the required 12 U, M (U/C) or OAC credits and have been away from secondary school studies for at least <u>two</u> years, you may apply for admission as a Mature Student provided:</p> <ul style="list-style-type: none"> • you possess the published subject requirements or equivalents • you have not previously attempted any postsecondary studies
Transfer Student	<p>If you have previously attended a postsecondary institution, you must apply as a Transfer Student. Admission will be based on the <u>Grade Point Average</u> (GPA) you achieved during your most recent postsecondary studies. Once you are admitted, Humber will assess your previous postsecondary credits to determine if you are eligible for transfer credit and subsequent advanced standing in a Humber degree program.</p>

Please refer to the sections titled “Mature Student Applicants” and “Transfer Student Applicants” for complete requirements for admission under each of these categories.

1.2.4 Mature Student Applicants

If you do not possess the published minimum requirements for admission but can demonstrate the potential to study at the degree level, you may be considered for admission as a Mature Student provided:

- a) You are at least 21 years of age at the beginning of the term in which you will commence study in the program.
- b) You have been out of secondary school for at least two (2) years and have not previously attempted full-time postsecondary studies.
- c) You possess the published subject requirements, or equivalents, and meet the minimum admission average of 65% based on these subjects.
- d) You submit official copies of transcripts for your secondary school grades, or any other academic work.
- e) You provide a letter outlining your reasons and motivations for wishing to study in the program. In the letter, you should outline:
 - why you feel you will be successful in an applied degree program
 - any experiences you believe have prepared you to undertake full-time study in the program
 - your career aspirations
 - your work experience since your most recent full-time attendance at school
 - leisure activities, volunteer work or community service demonstrating good citizenship and leadership qualities

The Humber Admissions and Study Committee (HASC) will review your application. Applications from Mature Students will be assessed in competition with other new applicants and admissions will depend on your qualifications and the availability of seats in the program. Your ability to meet the above criteria does not guarantee admission.

In the event that your application is not approved, the Humber Admissions and Study Committee (HASC) may recommend that you begin studies in specific courses on a part-time basis. Upon successful completion of the courses, you may reapply for admission.

Alternatively, if you do not meet the criteria, but would still like to study in a degree program, you are encouraged to consider preparing for degree level studies by applying for admission to the General Arts and Science, University Transfer Program.

Before applying as a Mature Student, please contact the Admissions Department to discuss your specific requirements and the details of your application.

1.2.5 Transfer Applicants

If you have undertaken previous full-time postsecondary studies you must apply for admission as a Transfer Student.

1.2.5.1 Previous Studies in a Bachelor's Degree Level Program

Your application will normally be considered for admission provided you meet **each** of the following criteria:

- a) You possess an Ontario Secondary School Diploma (OSSD) at the university preparatory level and the specific published subject requirements, or equivalents, for your program of interest.
- b) You have completed at least one (1) year of study at the postsecondary level.
- c) You are eligible to return to your most recent institution in good standing. (If you are ineligible to continue studies, your application will not be considered for admission until the period of rustication has expired.)

1.2.5.2 Previous Studies in a Diploma or Certificate Level Program

If you have previously been admitted to a postsecondary program that did not require you to meet Ontario Secondary School Diploma (OSSD) requirements at the university preparatory level, you may still be considered for admission provided:

- a) You possess the specific published subject requirements, or equivalents, for your program of interest.
- b) You have demonstrated your ability to study at the degree level through **one** of the following:
 - completion of at least two (2) years of a college diploma level program with a minimum average of 70%, or equivalent, including all attempted courses
 - completion of a General Arts and Science, University Transfer Program in an Ontario college or university with a minimum average of 70%, or equivalent

Please note, as a Transfer Student Applicant, your application will be considered for admission in competition with other applicants.

1.2.6 Advanced Standing and Transfer Credit

Once you are approved for admission, Humber will assess your previous postsecondary work for possible transfer of credit and subsequent advanced standing in the program. The amount of credit granted will depend on the academic content of your previous studies, the grades received, and the requirements of the program to which you have applied. You should be prepared to arrange for the submission of all of your previous postsecondary transcripts. Upon request, you may also be required to submit institutionally prepared Course Outlines for the courses appearing on your transcripts.

Degree students will be assessed for transfer credit as part of the post admission process. Diploma, Certificate and Graduate Certificate students must apply for transfer credit using the Transfer Credit/Exemption form located at <http://admissions.humber.ca/exemptions.htm>

If you are a Humber student and wish to apply to transfer from one program to another program at Humber, you will be subject to this policy.

Transfer of credit for courses, including those obtained through Letter of Permission may normally replace no more than 75% of the course credits in any applied degree, diploma or certificate program. Credit for courses obtained through Prior Learning Assessment and Recognition (PLAR) may normally replace no more than 50% of the course credits in any applied degree program.

For degree programs, the limit on the number of credits that will be awarded for prior diploma level study, with and without affinity (Course affinity is based on similarity of course content and the level of learning outcomes), toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded will not exceed:

- a) 65% of the course credits for a four (4) year degree program from a completed three (3) year diploma program
- b) 40% of the course credits for a four (4) year degree program from a completed two (2) year diploma program

If you have attended postsecondary institutions outside of the Province of Ontario, your application will be assessed on an individual basis.

If you fail to disclose previous postsecondary studies and are admitted based on incomplete information, you will be subject to a disciplinary hearing, the result of which may be expulsion from Humber.

1.2.7 Bridging Options for Diploma Students

If a Transfer Applicant is applying to a degree level program, and he or she has previously studied in the same or related discipline at the diploma level, Humber may offer bridging courses to assist the applicant in transferring to the degree level program. For this purpose, Humber keeps on file an analysis of the requirements for specific bridging courses for selected programs. Bridging courses have been designed to allow qualified applicants to develop the competencies required to study at the degree level. In most cases, the courses will be in the following subject areas:

- a) Quantitative methods
- b) Breadth courses
- c) Statistics

- d) Calculus
- e) Research Methods
- f) Academic Writing and Critical Reading
- g) Science (Chemistry, Biology, Physics)
- h) Vocational Content (program specific courses)

Courses **a** to **g** are generic and available to all students pursuing the diploma to degree transition. Bridging options and articulated transfer arrangements from a diploma program to a degree program in the same or related discipline will be reviewed by the Degree Council to ensure that the learning outcomes of the degree program are fully satisfied.

Although bridging courses may be approved for a specific program, the final admission decision and the amount of credit granted remains at the discretion of the Dean of the School within the confines of Humber's Academic Regulations.

The bridging courses may be available through continuing education formats. On-line versions of some or all of the courses may be available. Applicants are required to successfully complete the required course(s) prior to beginning their degree studies.

Bridging courses will be eligible for prior learning assessment challenge following normal Prior Learning Assessment and Recognition (PLAR) guidelines.

Applicants, who have attended postsecondary institutions outside of the Province of Ontario, will be assessed on an individual basis.

Applicants, who fail to disclose previous post secondary studies and are admitted based on incomplete or fraudulent information, will be subject to a disciplinary action, the result of which may be expulsion from Humber.

1.3 English Language Proficiency Policy

Since most activities (lectures, seminars, laboratories) at Humber are conducted in English, it is essential that all students possess the writing and speaking skills necessary to cope with the rigors of the academic curriculum and successfully complete the co-operative components of the programs. Therefore, if your first language is not English, or if your previous education has been conducted in another language, ***you will normally be required to demonstrate proficiency in English by undertaking and submitting the results of one of the following at the level relative to the program to which you apply:***

a) A Minimum of three years of full-time study, in an English language school system (i.e. the primary language of instruction and evaluation is English) with acceptable grades in all English courses. Applicants must complete courses at the following levels:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	C, M (U/C), general level or higher, or equivalent
Degree:	U, M (U/C), OAC or advanced level, or equivalent

Graduate Certificate:

Programs require a degree/diploma for admission

b) A minimum of one full year of study in an accredited university degree program or two full years of study in an accredited post secondary diploma program in a country where English is considered a primary language.

c) The Humber English Language Proficiency (HELP) test with an overall minimum placement score at:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	ESL 200
Degree:	ESL 300
Graduate Certificate:	ESL 300

d) Test of English as a Foreign Language (TOEFL) with a score at:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	550 for the paper based test or 213 for the computer-based test, or 80+ minimums of 20 for the Internet-based test
Degree:	560 for the paper based test or 220 for the computer-based test, or 84+ minimums of 21 for the Internet-based test
Graduate Certificate:	580 for the paper based test or 237 for the computer-based test, or 88+ minimums for the Internet-based test

e) The Canadian Academic English Language Assessment test with a score at:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	Overall Band Score of 60
Degree:	Overall Band Score of 60 and Writing 60
Graduate Certificate:	Overall Band Score of 70

f) International English Language Testing (IELTS) with a score at:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	Overall minimum 6.0 (with no single test score below 5.0)
Degree:	Overall minimum 6.5 (with no single test score below 6.0)
Graduate Certificate:	Overall minimum 6.5 (with no single test score below 6.0)

g) Michigan Test of English Language Proficiency (MELAB) with a score at:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	76
Degree:	78
Graduate Certificate:	82

h) Completion of the Humber English for Academic Purposes (EAP) program:

<u>Program Level</u>	<u>Requirement</u>
Certificate & Diploma:	Level 8 with a 60% average
Degree:	Level 8 with a 75% average
Graduate Certificate:	Level 8 with a 80% average

Note: Applicants to the UNB-Humber collaborative Bachelor of Nursing (BN) degree program, whose first language is not English, must meet the English language requirements established by the University of New Brunswick. Applicants to Humber's degree programs, whose first language is not English, must meet the requirements of the English Language Proficiency Policy.

The above requirements are in addition to the Grade 12 U, M (U/C) or OAC English subject requirements, or equivalents. The above requirements are general guidelines only. Humber reserves the right to require a successfully completed language proficiency test based on the requirements of the specific program.

For admission purposes, some programs require a higher score than the minimum stated above. The above requirements are general guidelines only. Humber reserves the right to

require a successfully completed language proficiency test based on the requirements of the specific program.

Applicants whose first language is French must present transcripts to indicate that they have taken three (3) years of English in a Canadian Secondary School, or equivalent in order to be admitted without an English as a Second Language Requirement.

1.4 Prior Learning Assessment and Recognition (PLAR)

Applicants who can demonstrate learning acquired through life and work experience that corresponds to a specific Humber course or program may apply for PLAR credit.

To receive credit for prior learning, an applicant will need to:

- a) analyze their prior learning and achievements
- b) compare the learning outcomes to specific course requirements
- c) credit will be awarded only for demonstrated learning and not for experience

Requirements will vary from program to program but generally, applicants will be required to demonstrate skills and knowledge gained through experience in the following ways:

- a) development of a portfolio (a collection of materials that document skills and knowledge)
- b) demonstration of a particular skill through role-playing or simulations
- c) written or oral tests and/or structured interviews
- d) completion of assignments designed to demonstrate specific knowledge and skills in action
- e) development of a product to demonstrate skills

Applicants who wish to apply for PLAR must submit a PLAR Application along with the required documentation and assessment fees.

Depending on the method used to demonstrate and assess the skills and knowledge the applicant has acquired, credits earned through PLAR will be recorded on the student's transcript either as a percentage grade or as SAT (Satisfactory).

1.5 Admissions Appeals

An applicant who has been refused admission to Humber has the right to request an appeal within ten (10) working days of the admissions decision. Such requests must be made in writing to the Associate Registrar, Admissions and Recruitment, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. The request must include the reasons why you are appealing the decision.

2. Registration

A Degree, Diploma or Certificate program of study prescribes the number and types of courses, including Communications and General Education, leading to a degree, diploma or certificate. Upon payment of the prescribed tuition and non-tuition related fees, a duly registered student is entitled to receive instruction to the maximum number of courses as set out in the official program of studies for each semester of the program. Should a student wish to take one or more additional credits, repeat a course taken previously, or be required to take remedial courses, additional tuition fees will be charged for each course beyond the established number of courses/credits for the prescribed semester.

Note 1: Students may only register in degree level courses if they have met the admission requirements and have been formally admitted into the degree program.

Note 2: Throughout this document, references to the title “Professor” refer to the person delivering the instruction and includes persons with titles such as trainer, instructor and preceptor.

Note 3: Students enrolled in a degree program may not take diploma or certificate level courses for degree credit recognition.

When a student is over the credit limit for a semester, the student will be required to pay the additional fee. This requirement applies even if the student is repeating a previously dropped course(s).

2.1 Full-time and Part-time Classifications

2.1.1 Full-time

A student is considered to be a full-time student if officially enrolled in at least 66 2/3% of the courses, or if the student is enrolled in at least 70% of the credit hours prescribed for the semester in the student’s current program. A student wishing to exceed the normal course load must obtain program approval from the Program Co-ordinator and pay additional fees.

2.1.2 Part-time

A student, who is registered in less than 66 2/3% of the courses, or less than 70% of the credit hours prescribed for the program in the current semester, will be considered to be a part-time student.

2.2 Registration Procedures

2.2.1 New and Returning Students

All new and returning students must complete the registration process by the deadline date set for each term. Prior to the registration deadline, an invoice for fees will be forwarded to students who are eligible to register. It is the student’s responsibility to ensure that fees are paid or satisfactory arrangements are made for the payment of fees prior to the payment deadline. A student is considered registered for a particular term only when courses to be attempted for that term have been confirmed with the Office of the Registrar and payment has been arranged for the associated tuition and other fees.

A late payment penalty applies if payments are not made by the fee payment due date.

2.2.2 Course Pre-requisite(s)

A student wishing to enrol in a course for which the student does not have the stated course pre-requisite(s) must seek permission from the Program Co-ordinator to have the pre-requisite(s) waived. If a pre-requisite course is waived, the Program Co-ordinator must inform the Office of the Registrar, in writing, of this approval.

2.2.3 Returning Students – Eligibility to Continue Studies

All returning students must complete the registration procedures prior to the deadline dates set out for each term. Returning students who complete the registration procedures are advised that

such registration is conditional on their eligibility for continuation of study in the next term. A student who is required to withdraw may not attend classes and the student's registration will be cancelled.

2.2.4 Program Approval to take Additional Courses – Probationary Students/Course Overload (Degree Students Only)

Program Approval is required to add courses if a student's status is probationary or if the student is adding more than the normal course load. The student must petition the Program Co-ordinator for Program Approval when required. The Office of the Registrar will facilitate registration based on the approval received by the student.

2.3 Course/Timetable Changes after Registration (Addition or Deletion of a course)

All course additions or deletions to a student's program for a given term are to be completed by the end of the fifth (5) class day from the beginning of the term as indicated in the Calendar of Important Academic Dates. The addition of a course after the end of this period will be considered only in exceptional circumstances and will require the approval of the Dean or Associate Dean of the program in which the student is enrolled. In practice, the following may be deemed to be exceptional circumstances: illness or compassionate grounds for missing all or part of the first five (5) class days; interchanging courses with common lectures, one with and one without labs; late resolution of appeals; failure of a deferred course condition or examination; Humber errors in registration procedures. A late fee may apply if a student registers for courses after the registration deadline.

2.4 Letter of Permission (Degree Programs)

Once a student has been admitted to a degree program, the student may register in a credit course at another institution and transfer the credit to the Humber degree ***only with prior permission from the Program Co-ordinator***. The student must acquire a "Letter of Permission" form from the Office of the Registrar and provide a completed form, along with the detailed course outline for the course involved, to the Program Co-ordinator for approval.

The completed "Letter of Permission" form, indicating the Program Co-ordinator's approval for the course, must then be submitted to the Office of the Registrar who will add the course to the student's academic record.

Upon completion of the course, the student must present an official transcript indicating the grade earned to the Office of the Registrar in order that the grade can be recorded.

Courses undertaken through a "Letter of Permission" will not be included in the calculation of the GPA (Grade Point Average).

2.5 Auditing Courses

Where applicable, a student may apply to audit a course. The request to audit a course must be submitted at the time of registration. A student must obtain written permission to audit a course from the Dean or Associate Dean and the faculty member. Appropriate authorization must be presented to the Office of the Registrar to receive Audit Status.

The procedures for registration and course changes are the same as for regular course registrations, except that, after the end of the course change period, a student who is registered under audit status for a particular course is committed to that status and may not convert to credit status for the same course. With the approval of the Dean or Associate Dean and faculty

member, a student may change from credit to audit status up to the end of the course change period applicable to the course.

Students who are auditing courses will not be evaluated nor will credits be earned. The regular course fee applies.

An approved audit course does not constitute a course attempt. Audit courses will not be used in the determination of eligibility for continuation of study.

Audited courses are part of the normal course load for the term.

2.6 Voluntary Withdrawal (Hiatus)

A student may withdraw from a course or program without academic penalty up to the “Last Day to Withdraw Without Academic Penalty” as listed in the Calendar of Important Academic Dates for each semester. This deadline date is the two-thirds point of the course. Procedures for withdrawal from a course or a program (in whole or in part) must be initiated with the Office of the Registrar.

Students who drop all of their courses prior to the last day to withdraw without academic penalty will be considered to be withdrawing from the program. This will be considered as a voluntary suspension of studies. Students who withdraw in this manner and do not register for the following four (4) terms will require re-admission to the program.

Withdrawn courses will appear on the official transcript with the notation “WTH”. Withdrawn courses will not be counted as course attempts or be used in the calculation of Grade Point Averages (GPA).

2.7 Work Placements, Internships and Work terms

Work Placements, Internships and work terms are facilitated within a competitive environment whereby students are normally required to demonstrate initiative in terms of developing a resume and practicing their interview skills in order to secure a position that will meet the requirements of the specific program of study. If a student experiences difficulty in securing a placement, it is expected that the student will continue the job search until they are successful.

3. Course/Program Fees and Refunds

Tuition and non-tuition related fees for all programs are revised each year and are available from the Office of the Registrar. Courses or fees paid for courses not taken in the semester for which they were originally scheduled are not transferable.

3.1 Refunds

A refund for a course or program will only be issued if a student applies in writing to the Office of the Registrar by the close of business on or before the tenth (10) school day after the start date of the course. A non-refundable withholding fee applies. Students who have paid for advanced semesters will be eligible for a refund for that semester if they formally withdraw before the start of classes.

3.2 Late Fees

If a student misses a prescribed payment date, a late fee will apply. In addition, if students wish to split annual fee payments an extra charge will apply.

4. Course Outlines and Evaluation

At the beginning of each course, the professor will provide the student with a course outline containing the necessary pre-requisite courses, the objectives of the course/unit, the expectations in regard to student performance and attendance, and the evaluation to be employed.

The evaluation process will normally be progressive, that is by a series of written and oral or other assignments throughout the duration of the course. A comprehensive final examination may be part of the evaluation in each course or program.

5. Examinations and Final Evaluation

5.1 Examinations and Final Evaluation – Certificate and Diploma Programs

The final week of each semester may be used for final examinations or for the last tests in a progressive examination process. Unless there is a Divisional exam schedule, these tests and examinations will be conducted in the regularly scheduled class during that period.

5.1.1 Supplemental Examinations

Applicable policies can be obtained from the appropriate School/Divisional Office.

Course outlines and/or Supplementary Regulations will reflect the policy of Supplemental Examinations.

5.2 Examinations and Final Evaluation – Degree Programs

5.2.1 Exam Period

A five (5) to seven (7) day examination period is set aside following the end of regular classes. During the examination period, Saturday and Sunday are considered regular days. Students who encounter a conflict between a scheduled mid-term or final examination and a religious obligation must contact the faculty member in charge to request that alternate arrangements be made. Students must do this as soon as the date and time of the examination are made known.

Where final tests or final examinations are to be given, they must be held during the examination period.

5.2.2 Exam Guidelines

The following guidelines for conducting final examinations have been approved:

- a) The final examination period should be scheduled so as to provide a three (3) day break between the last day of classes and the first day of examinations. (Note: The break will normally be Saturday, Sunday and Monday.)
- b) The final examination period consists of five (5) to seven (7) days and may include Saturday and Sunday.
- c) Where final tests or final examinations are to be given, they are to be given during the final examination period.

- d) The periods scheduled for final examinations that are to be written in examination halls will be up to three (3) hours in duration. No examination held during the dates scheduled for final examination periods shall be longer than three (3) hours.
- e) Students with disabilities who require special accommodations during examinations are required to self identify with the Office of Services for Students with Disabilities (SSD) at the outset of each term of study. A representative of the SSD will write to each faculty member informing them of the needs of the individual student. Faculty members are expected to provide the accommodation that these students require. (For more information, see <http://studentservices.humberc.on.ca/ssd/>).
- f) Final examination papers and final assignments are to be retained by faculty members for a period of six (6) months. Printed or written materials directly related to examinations conducted in the final examination time period, or related to final assignments, shall be made available to a student. The request shall be made by the fifth (5) class day of the next term. (Note: If the course instructor is not available, the request should be made to the Program Co-ordinator.) Printed or written materials to be made available include: the examination question paper; the marking scheme keyed to desired responses to questions, where appropriate; the student's response to the examination questions; and records taken by examiners during oral or any other examination. Faculty members are encouraged to discuss with the student any questions raised.

5.2.3 Supplemental Privileges

Where a course outline does not specifically offer a method of making up late assignments and/or missed tests, the failure to write tests or to meet assignment deadlines may result in a mark of zero (0) for the activity.

A student who wishes to request a supplemental privilege must apply to the Dean or Associate Dean of his/her program who may allow a student to complete up to one (1) supplemental per term. This request must be made within ten (10) business days from the end of the term in which the failed course appears. The ten (10) day period may be extended by the Dean or Associate Dean in exceptional circumstances.

The maximum grade a student can achieve through the supplemental privilege process is 50% or the minimum grade required for progression purposes. Supplemental exams must be completed within 6 weeks of the end of the term in which the failed course appears.

When a supplemental privilege is permitted, both the original grade and the supplemental grade will be indicated on the transcript, and the highest grade achieved will be calculated in the program GPA.

5.2.4 Deferred Privileges

A deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester. The Dean or Associate Dean grants deferred privileges on the basis of medical, psychological or compassionate consideration. Students who do not meet the deferred condition by the end of the course change period in the following term (the course change period is normally the first five (5) days of classes), must register for the course again and pay the appropriate fee. The final grade in the deferred course will be recorded with the work that was complete at the time of the deferral.

The student must make the request for a deferred privilege, in writing, to the Dean or Associate Dean within 24 hours of the scheduled due date for the assignment or examination.

The faculty member notifies the Office of the Registrar of the results of the deferral, normally within five (5) days of its completion. Students must normally complete a deferred condition within the course change period of the start of the term immediately following the completion of the course.

5.2.5 Deferred Examination

The Dean or Associate Dean must approve deferred examinations. If approved, the faculty member will make arrangements with the Test Centre to administer a deferred examination and advise the student of the date, time and location of their deferred examination. Deferred examinations may be up to three hours in length, and normally should be scheduled within the first week of the term immediately following the original course completion date. Once graded, the faculty member will confirm the final grade with the Office of the Registrar.

6. Continuation of Study (Promotion and Progression)

6.1 Postsecondary Certificate and Diploma Programs

6.1.1 Promotion and Progression Requirements

- a) The minimum passing grade is 60%.
- b) Courses that have a prerequisite may not be taken until the prerequisite course(s) have been taken and passed.
- c) Some Continuing Education (C.E.) courses, Preparatory and Skill courses have special grading methods. These will be included in the course outlines or in Supplementary Regulations. In addition, in some of these courses, grades will be issued to students under the auspices of Humber, but will be assigned by an external organization e.g., Ontario Real Estate Association. Also, some courses will not be graded nor will they carry with them any academic credits.
- d) For Preparatory or skill courses, students will receive grades only for completed units.

6.1.2 Academic Probation and Withdrawal

If a student's term average is below 60%, the student will be placed on probation.

If the following term's average is again below 60%, but greater than 50%, probation will continue. If the average is below 50%, the student will be withdrawn for a period of two consecutive terms.

Further, if a student's term GPA is below 60% for three consecutive terms, the student will be withdrawn for a period of two consecutive terms. (For example, a student who is withdrawn at the end of the fall term will be eligible for re-admission at the beginning of the fall term in the subsequent year regardless of whether or not the program is offered during the spring term.)

If a student is required to withdraw from a program for probationary reasons, he or she will not be considered for admission to a program in a related discipline for a period of two consecutive terms.

A student, who has been required to withdraw for academic reasons, will be placed on probation when they resume study and must clear the probationary requirements in order to continue to

study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.

Important Note: In addition to the above requirements, each academic program may have further requirements for probation and withdrawal. It is the student's responsibility to review the academic requirements for the specific program.

6.2 Degree Programs

6.2.1 Promotion and Progression Requirements

- a) The minimum passing grade is 50%.
- b) A minimum term G.P.A. of 60% is required to progress to the next semester in the program.
- c) Courses that have a prerequisite may not be taken until the prerequisite course(s) have been successfully completed with the required grade.
- d) Students will be evaluated at the end of each term of study.
- e) Each degree includes a one semester work term. This experience is integral to the curriculum and is a requirement for graduation. Students are required to complete this work term as scheduled in the program curriculum, normally prior to commencing the courses scheduled in the fourth year of study. Students who are experiencing difficulty in completing the requirement as scheduled should contact their program coordinator to discuss alternatives. All modifications must be approved in advance by the Associate Dean.

Important Note: In addition to the above requirements, each academic program may have program specific requirements for progression, probation and withdrawal. It is the student's responsibility to review the academic requirements for their specific program.

6.2.2 Academic Probation

If a student's term average is below 65%, the student will be placed on probation.

If the following term's average is again below 65%, but greater than 60%, probation will continue. If the average is below 60%, the student will be withdrawn for a period of two consecutive terms.

Further, if a student's term GPA is below 65% for three consecutive terms, the student will be withdrawn for a period of two consecutive terms. (For example, a student who is withdrawn at the end of the fall term will be eligible for re-admission at the beginning of the fall term in the subsequent year regardless of whether or not the program is offered during the spring term.)

A student, who has been required to withdraw for probationary reasons, will not be considered for admission to a program in a related discipline for a period of two consecutive terms.

A student, who has been required to withdraw for probationary reasons, will be placed on probation when he/she resumes study and must clear the probationary requirements in order to continue to study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.

Important Note: In addition to the above requirements, each academic program may have program specific requirements for probation and withdrawal. It is the student's responsibility to review the academic requirements for the specific program.

Process: The Office of the Registrar will prepare probation and withdrawal lists based on these parameters. Co-ordinators will sign probation letters, but withdrawals will require the signature of the Dean or Associate Dean. Authority to defer a withdrawal, based on extenuating circumstances, will reside in the School.

7. Grade Reports and Official Transcripts

7.1 Release of Grades

At the end of each semester, or upon completion of a program of study, student grades will be available through the Humber Website.

7.2 Transcripts

Official Transcripts providing a record of all courses taken by a student are available upon request to the Office of the Registrar. The official transcript details a student's permanent academic record and will carry the Humber seal and an authorized signature.

7.3 Dean's Honours List

Full-time students with a GPA of 80% or greater in any given semester will be recognized with the distinction of being on the Dean's Honours List.

8. Graduation and Convocation

8.1 Application to Graduate and Attend Convocation

Students/Graduates of day and evening programs must apply to attend the Convocation Ceremony by completing an "Application to Graduate/Attend Convocation" form available from the Office of the Registrar. The form must be completed seven (7) weeks prior to the date of Convocation.

8.2 Graduation Requirements for Diploma and Certificate Programs

Postsecondary Certificate, Diploma or Graduate Certificate students who do not attend Convocation will have their diplomas or certificates mailed.

It is the student's responsibility to be aware of all graduation requirements for the program from which they expect to graduate.

To graduate from a program, the following conditions must be satisfied:

- a) Students must have completed the program within 200% of the normal program duration. For example a two (2) year program would have a maximum completion timeframe of four (4) years. Failure to complete the program within the 200% timeframe would require the student to apply for re-admission. Students would then have their

courses evaluated for currency and would be subject to the curriculum in place at the time of re-admission.

- b) Students must have taken at least twenty-five (25) percent of their credits for the program at Humber in order to satisfy residency requirements.
- c) Students must have successfully completed the requirements of the program in effect at the time of graduation unless the School/Dean/Division Head has approved alternate arrangements in writing. The graduation requirements will include any changes made to advanced semesters while the student is "in progress" in a program but would not include changes in semesters that have already been completed.
- d) Students who interrupt their full-time studies will be required to meet the program requirements in effect at the time of their return to the College. Students who have interrupted their studies will not be eligible to graduate from a program that is no longer offered by the College.
- e) Postsecondary students who achieve an 80% or greater weighted grade point average for the program will graduate with Honours.

8.3 Graduation Requirements for Degree Programs

8.3.1 Graduation

Candidates for graduation will be required to meet all of the following:

- a) Students must complete the program within 200% of the normal program duration. For example a four (4) year program has a maximum completion timeframe of eight (8) years. Failure to complete the program within the 200% timeframe will require a student to apply for re-admission at which time the student's previous course work will be evaluated for currency and the student will be subject to the curriculum in place at the time of re-admission.
- b) A 65% weighted overall program grade point average
- c) Successfully completed the requirements of the degree in effect at the time of graduation unless the Dean has approved alternate arrangement in writing. The graduation requirements will include any changes made to advanced semesters while the student is "in progress" in a program but would not include changes in semesters that have already been completed.
- d) Two of the breadth courses must be taken at the Advanced Level.
- e) 20% of the courses taken must be breadth courses
- f) Students must have taken at least twenty-five percent (25%) of their credits for the program at Humber in order to satisfy residency requirements
- g) No more than 50% of the program can be satisfied through the Prior Learning Assessment and Recognition (PLAR.)
- h) Satisfactory completion of the work term.

8.3.2 Graduation with Honours

- a) Graduates taking full-time studies who have obtained a minimum weighted program grade point average of 80.0%.
- b) A student with a deferred condition, or a mark not received, will not be evaluated for placement on the Honours List until the academic record for the given semester is

completed. Students who have consistently maintained a high average, but for whom a change in program, to part-time status in the graduating semester, or other anomalies have prevented placement on the Honours List, should consult the Registrar regarding eligibility for the Honours List. The Registrar will be responsible for determining which students should appear on the Honours List using the guidelines above.

9. Grading Systems

9.1 Grading Systems for Diploma and Certificate Programs

- a) Grades will be reported in percentages or as special grades as described in Section 9.4.
- b) A pass in each course, unless otherwise stated in the course outline is 60 percent. Credit will only be earned for courses with passing grades.

9.1.1 Repeated Courses

- a) Where a student repeats a course, both courses will show on the students' Official Transcript. The highest course grade in a repeated course situation will be used to calculate the student's overall program Grade Point Average (GPA).
- b) The number of repeats allowed for a course/unit is established by the School or Division. Please see School/ Divisional Regulations.

9.2 Grading Systems for Degree Programs

- a) Grades will be reported in percentages or as special grades as described below.
- b) A pass in each course is 50 percent.
- c) Credit will only be earned for courses with passing grades.

9.2.1 Repeated Courses

- a) Where a student repeats a course, both courses will show on the students' Official Transcript. The highest course grade in a repeated course situation will be used to calculate the student's overall program Grade Point Average (GPA).
- b) The number of repeats allowed for a course is established by the School.

9.3 Weighted Grade Point Average (GPA) Calculation

Humber uses a weighted Grade Point Average (GPA) on student transcripts. All graded courses taken, as part of a program of study, will be calculated in the GPA for that program.

9.4 Special Grades

The following notations are NOT used in GPA Calculation:

- AUD = Audit
AEG = Aegrotat
DEF = Deferred (Degree Studies Only)
GNE = Grade Not Earned

INC	=	Incomplete (Diploma and Certificate Studies Only)
EXM	=	Exemption
SAT	=	Satisfactory
WTH	=	Course Withdraw
UNS	=	Unsatisfactory

9.5 Explanation of Special Grades

9.5.1 Audit (AUD)

Where applicable, a student may apply to audit a course by petitioning their Program Co-ordinator and/or the faculty member who teaches the course. If approved, the faculty member shall provide a written statement to the student prescribing the extent to which they may participate in the work of the course. The procedures for registration and course changes are the same as for regular course registrations, except that after the end of the course change period, a student who is registered under audit status for a particular course is committed to that status and may not convert to credit status. With the approval of the faculty member, a student may change from credit to audit status up to the end of the course add period applicable to the course.

An approved audit course does not constitute a course attempt. Audit courses will not be used in the determination of eligibility for continuation of study.

Audited courses are part of the normal course load for the term.

9.5.2 Aegrotat Grades (AEG)

Aegrotat Standing applies to those students whose performance, over a significant proportion of the course, was fully satisfactory but where, because of personal reasons, such as illness, the student was unable to complete the course. In the case of illness, the student is required to provide the Dean or Associate Dean with a medical certificate. Courses in which Aegrotat Standing has been granted will not count toward the computation of the standing in the program. The Office of the Registrar grants Aegrotat Standing to a student on the recommendation of the appropriate Dean or Associate Dean.

9.5.3 Deferred (DEF) – Degree Programs Only

Students who are unable to finish course work by the end of a term (or the specified end of a course) may be granted a temporary grade of "Deferred". Additional course work must be completed, normally within the first five (5) days of classes in the subsequent semester.

The "Deferred" grade is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited extension to the time normally allowed to complete all course requirements.

Note: A "Deferred" grade for a pre-requisite course must be completed prior to being allowed to proceed to a higher level course unless otherwise approved by the Dean or Associate Dean.

9.5.4 Incomplete (INC) – Diploma and Certificate Programs Only

Students who are unable to finish course work by the end of a term (or the specified end of a course) may be granted a grade of "Incomplete". Additional course work must be completed by the end of the semester (or period assigned by the school). Failure to meet the deadlines will result in the "Incomplete" grade being permanently changed to reflect the grade, which was earned at the time of the Incomplete being assigned.

The Incomplete is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited extension to the time normally allowed to complete all course requirements.

Note: An Incomplete grade for a pre-requisite course must be completed prior to being allowed to proceed to a higher-level course unless otherwise approved by the Dean/Division Head.

9.5.5 Transfer Credit / Exemption (EXM)

Transfer credit in individual courses is awarded when a student is granted credit for work completed which is equivalent in content to work covered in the course/unit in question, and no other course needs to be substituted.

9.5.6 Satisfactory (SAT)

Satisfactory notations on a transcript reflect the satisfactory completion of a work placement term or a PLAR assessment where the assessment method does not lend itself to the awarding of a specific percentage grade.

9.5.7 Withdrawn (WTH)

The Withdrawn notation will appear when a student attends a course but drops it before the Last Day to Withdraw without academic penalty. Courses that hold the WTH status are not counted as course attempts or calculated in to Grade Point Averages.

9.5.8 Unsatisfactory (UNS)

Unsatisfactory notations reflect the unsatisfactory completion of a work placement term.

10. Release of Final Grades

Grades are official on the day that they are released to the student. It is the responsibility of the Office of the Registrar to post the grades electronically to the secure website and to record the grades on the student's official transcript. Grades for students in financial arrears will not be released until notification/authorization is received indicating that their account has been cleared to the satisfaction of the Office of the Registrar. To receive grades, students must clear the outstanding balance by the last day of classes.

11. Academic Freedom

Academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in the classroom. To maintain an

environment that supports academic freedom, students will be evaluated on knowledge and academic performance for purposes of granting academic credit and not on the basis of personal or political beliefs.

12. Academic Misconduct

12.1 Definition

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber's ability to evaluate students' academic achievements, or restricts the College's ability to accomplish its learning objectives. Humber takes a serious view of academic misconduct and will severely penalize students who are found guilty of offences associated with academic dishonesty, misrepresentation of personal performance, restrictions of equal opportunities for access to scholarly resources, or damage to the integrity of scholarly exchanges.

12.2 Responsibilities

It is the responsibility of Humber faculty, students, and staff to be aware of what constitutes academic misconduct and to do as much as possible to prevent such offences from occurring. Furthermore, all members of Humber's community including students, faculty and staff have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes giving due consideration to the deterrent effect of reporting such offences when they do occur, making one's disapproval of such behaviour obvious, and helping to ensure that the Humber community does nothing to encourage or facilitate academic misconduct.

Humber students are responsible for familiarizing themselves with and abiding by the policy on student academic misconduct. Students have the responsibility to create an environment that discourages misconduct.

12.3 Offences

Academic misconduct is broadly defined as an offence against the academic integrity of the learning environment. This includes, but is not limited to, the following examples.

12.3.1 Academic Dishonesty

- e) Plagiarism, in the broadest sense, is misrepresenting the work of others as one's own. Plagiarism can be understood as the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. Students have the responsibility to learn and use the conventions of documentation, and, if in any doubt, are encouraged to consult with the faculty member of the course, or the Program Co-ordinator.
- f) Copying another person's answer(s) to an examination question.
- g) Copying from or using prohibited material in an assignment or examination including, but not limited to textbooks or other documentary, electronic equipment, personal notes or other aids not approved by the faculty member.

- h) Improper academic practices including the falsification, fabrication or misrepresentation of material that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include reference to resources that are known not to exist or the listing of others who have not contributed to the work.

12.3.2 Misrepresentation of Personal Performance

- a) Submitting false or fraudulent or purchased assignments, research or credentials; or the falsifying or withholding of records, transcripts, or other academic documents.
- b) Impersonation by having someone impersonate oneself, either in person or electronically, in class, in an examination, or in connection with any type of course assignment or material or availing oneself of the results of such impersonation. Both the impersonator and individual impersonated (if aware of the impersonation) are subject to a penalty. In this context, plagiarism is simply another form of impersonation that misrepresents personal performance.
- c) Submitting a false medical or compassionate certificate, or presenting other such documentation under false pretences.
- d) Improperly obtaining, through theft, bribery, collusion or otherwise, access to privileged information, or examination paper or set of questions.
- e) Submitting the same course work, research, or assignment for credit on more than one occasion in two or more courses without the prior written permission of the faculty members in all of the courses involved.

12.3.3 Damage to the Integrity of Scholarly Exchanges

- a) Altering, destroying, hiding, or generally restricting the access to academic materials intended for general use.
- b) The unauthorized removal, destruction, or theft of library or other Humber resources.
- c) Inappropriate distribution of restricted material.
- d) Obstructing the academic activities of others. This may involve interfering with the scholarly activities of another or altering or falsifying the work of others, in order to harass or gain unfair academic advantage. This includes, but is not limited to, interfering or tampering with experimental data, with a written or other creation, with a chemical used for research, or with any other object of study.
- e) Aiding or abetting academic misconduct. Knowingly aiding or abetting anyone in committing any form of academic misconduct is itself academic misconduct. This may include, but is not limited to, offering for sale essays or other assignments with the intention that these works be subsequently submitted for assessment.

12.4 Penalties

If a student is found guilty of academic misconduct, one or more of the following penalties may be assessed:

- a) Required submission of a new piece of work; partial or total loss of marks on the exam/assignment; partial or total loss of marks for the course in which the offence occurred; a notation on the student's transcript.

- b) An official warning that the penalty for a subsequent offence will be suspension from Humber for a period of up to two years or expulsion.
- c) The rescinding of Humber-funded scholarships or bursaries.
- d) Suspension from Humber for a period of between two (2) and six (6) consecutive semesters. A student who wishes to be considered for readmission after this period must make an application for readmission that will be judged on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirements will normally be required to serve the associated penalties consecutively.
- e) A recommendation for expulsion from Humber. A student who has been expelled from Humber is not eligible for readmission to Humber for at least five (5) years.
- f) A recommendation for revocation/rescinding of a degree/diploma. A person, who is found guilty of academic misconduct after having been approved for graduation, or after having a degree/diploma conferred, may have the degree/diploma rescinded or revoked.

Note: Students who have been expelled or suspended will not receive credit for any studies during that time.

12.5 Detection and Responding to Suspected Academic Misconduct

12.5.1 Examinations

Invigilators will be present at all examinations to supervise the delivery of the examination and detect any signs of academic misconduct. The invigilators may use reports from others to assist them in detection.

In cases of suspected impersonation, the invigilator shall require the student concerned to remain after the examination until the student is satisfactorily identified.

In other cases of suspected academic misconduct, the invigilator shall allow the student to complete the examination and may take action by:

- a) Requesting that the student complete the examination in another location or setting if it is deemed that such action will cause the least disruption to those taking the examination; or
- b) Confiscating the suspect material and requesting that the student make contact with the faculty member responsible for the course once the examination period is over. In cases where the faculty member responsible for the course is not invigilating the exam, the invigilator shall give a full report, together with any confiscated material, to the appropriate faculty member. This documentation is also used in consultation with the Office of the Registrar when preparing a formal complaint.

12.5.2 Term Assignments Including Research

The responsibility for detecting academic misconduct on term assignments, etc., lies with the faculty member, who may make use of reports from others to assist in detection. Where academic misconduct is suspected, the instructor:

- a) shall retain possession of suspect material
- b) may seek to interview the student to allay suspicion or to confirm it

In any case, the instructor shall make a full report in writing together with any confiscated material to the Dean or Associate Dean.

12.5.3 Cases outside the Domain of Examinations or Assignments

The responsibility for detecting academic misconduct in the context of an academic environment that is not part of the formal examination or assignment process must rest with the entire Humber Community. Where academic misconduct is suspected, but where it is unclear whether it is directly related to a specific course, or where the specific course is unknown, those with knowledge of an offence should contact the Registrar. If the suspected offence appears to be related to a specific course, then the faculty member of the course should be contacted.

12.6 Documentation of an Offence of Academic Misconduct

Where there is evidence of suspected academic misconduct, the faculty member or person aware of the issue should consult with the Dean or Associate Dean to determine whether the offence and the associated evidence/documentation merit a formal complaint. If it is deemed that a formal complaint is likely and that further investigation is required, the Dean or Associate Dean shall:

- a) Notify the student in writing of the suspected academic misconduct.
- b) Notify the Office of the Registrar to freeze changes to the student's record.
- c) Delay the submission of the grades for the student.
- d) Interview the student, unless the student is unavailable or unwilling.
- e) Consult with the Office of the Registrar to ascertain if any record of previous academic offences exists.
- f) Seek further information concerning any reported incidents from faculty members or any other parties involved.

If the Dean or Associate Dean deems the student is not guilty at this stage, no penalties will be assessed, no record of the suspected offence or complaint will be kept, and all parties involved will be informed by the Dean or Associate Dean.

If the Dean or Associate Dean **determines that the student is guilty** they shall:

- a) Notify the student in writing of the charge of academic misconduct ***including the offence, the penalty, the effective date and the student's right to appeal.*** (See ***Section 12.4 on Penalties***)
- b) Notify the Office of the Registrar for purposes of documenting the student's record.

In cases where Revocation/Rescinding of a credential is recommended - the Dean or Associate Dean shall consult with the Vice President, Academic and the President's Executive Committee.

Note: A student charged with the offence of academic misconduct in a particular course or courses will not be allowed to drop the course(s) in question during the period of the investigation. If the student is found to be guilty of the academic misconduct and receives a penalty other than an official warning, the student will not be allowed to drop the course(s). If the penalty selected is an official warning, the student will be allowed to drop the course(s).

12.7 Appeal Process

If a student charged with academic misconduct wishes to appeal the decision, they may submit a request for an appeal to the Office of the Registrar within ten (10) days of the date indicated on the written copy of the formal complaint specifying the offence and penalty.

The appeal process for Academic Misconduct follows the Formal Appeal Process. Details are available in Section 13.2 of the Academic Regulations.

12.8 Record of Academic Misconduct and/or Expulsion

12.8.1 Academic Misconduct

- a) The Office of the Registrar will place a record of all academic misconduct for which the student is penalized on the student's record. This notation shall be expunged from the student's file upon graduation.
- b) Students who do not graduate from Humber may submit a request to an Academic Appeal Panel to have the record expunged no sooner than five (5) years after the date of the student's last registration.

12.8.2. Expulsion

The record for expulsion is permanent, unless removed by petition to the President of Humber College.

12.8.3. Confidentiality

Access to the record of academic misconduct will be limited to those involved in processing appeals and those involved in processing additional complaints against the student.

13. Academic Complaint and Academic Appeal

PURPOSE AND SCOPE

It is the intent of the Academic Complaint and Academic Appeal policy to provide a reasonable, efficient and effective process to facilitate the resolution of matters affecting a student's academic performance and, where relevant, his or her standing in a program.

An Academic Complaint or Academic Appeal is deemed to be an appeal of an academic decision of Humber, and not a complaint against an individual Professor, Program Co-ordinator or Dean.

The academic decisions dealt with through this policy are:

- f) Decisions on grades
- g) Decisions based on academic misconduct, including suspension or expulsion.
- h) Decisions arising from the methods and criteria used by a professor in assigning a final mark.

- i) Decisions regarding academic probation and withdrawal or special consideration on the basis of medical, psychological or compassionate grounds.
- j) Decisions regarding denial of a request for re-admission to a program. **Note:** Where re-admission to a program has been denied, the student must be able to present, for consideration, evidence of the ability to perform at an acceptable level in the program in question.

Humber is organized into a number of Schools, for example, The Business School or the School of Health Sciences. The intent of this policy is to allow the student and the School the opportunity to attempt to resolve the issue through the **Academic Complaint** process before proceeding to a college-level **Academic Appeal**.

A student who wishes a formal review of any of the decisions outlined above should refer to the following sections of this document.

Section 13.1.1 Academic Complaint, Category 1 – This section of the appeal policy governs concerns relating to grades assigned for in-course work such as assignments, clinical placements, final examinations or a final course grade. All issues involving grades must be dealt directly with the School that delivered the course through the processes outlined in this section. Normally, there is no further right of appeal once the School has completed a *Formal Grade Review* and made a final decision.

Section 13.1.2 Academic Complaint, Category 2 – This section of the appeal policy governs appeals of an academic decision regarding probation, academic withdrawal and expulsion as well as appeals relating to academic misconduct or a request for special consideration on the basis of medical, psychological or compassionate grounds. The Academic Complaint allows the School to review the decision and provide the perspective of the School in writing to the Student. If a student is not satisfied with the decision, the student may then proceed to a final Academic Appeal.

Section 13.2 Academic Appeal – If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process, or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. **All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.**

In the event the academic decision being appealed is not upheld through Academic Complaint or Academic Appeal, resolutions may include, but are not limited to student reinstatement or other corrective actions for the benefit of the student but may not include the awarding of monetary compensation, the arbitrary awarding of a final mark different from that given by the School or disciplinary action against any employee of Humber arising out of information presented at an academic appeal.

This policy does not apply to conflicts connected with student employment by Humber (other than required work experience components of a program) or actions covered under Humber's Human Rights Policy.

Humber shall be responsible for ensuring that all students are made aware of the Academic Complaint and Academic Appeal Process by publishing the policy in the Academic Regulations on the Humber website.

All parties to an appeal shall understand that any postponement and/or delay of an appeal, regardless of the stage, may reduce the range of options available to the student.

Student Services Advisor -- A student has the right to access a Student Services Advisor during the Academic Complaint and Academic Appeal processes. The function of the Student Services Advisor is outlined under the section of this policy titled, "Role of the Student Services Advisor." A student may contact an Advisor through the Office of the Registrar.

13.1 Academic Complaints – Category 1 and Category 2

The term Academic Complaint refers to the process that a student must initiate within the School before considering a formal Academic Appeal by a college level Academic Appeal Panel.

13.1.1 Academic Complaint, Category 1

Academic complaints relating to grades for course work, assignments, clinical placements, examinations and final course grades.

Academic Complaints related to grades received in any assessment must be initiated within ten (10) working days after the receipt of the graded work or release of grades.

Preliminary steps toward resolution

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the professor/trainer. The Program Co-ordinator and/or Dean or Associate Dean may be asked to assist if the professor/trainer and student are unable to resolve issues.

Note: If an assignment or test is not normally returned to the student, the School will ensure that the student has the opportunity to review the assignment or test under the supervision of the professor or designate.

Formal Request for a Re-Assessment of an Individual In-Course Piece of Work or Final Exam

If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, he or she may make a formal request for a ***Re-Assessment of the In-Course Grade. This process applies to major assignments or tests worth at least 20% of the final grade or to cases where a student has failed the assignment or believes there is a major discrepancy, of at least 10% in the grade.***

In such cases, a student may request a re-mark by completing a **Request for Re-Assessment of In-Course or Final Exam Form*** and submitting it to the Dean or Associate Dean responsible for the course in question.

The Dean or Associate Dean will arrange for two (2) professors other than the professor teaching the course to individually re-mark the assignment/exam/paper, based on established criteria as outlined in the assignment. The original grade/marks by the course professor are to be obscured in the photocopy provided for re-grading.

The average of the two (2) assessors' grades will be used as the grade. This grade may stay the same or be lower or higher than the original course grade.

The School and student shall ensure that the re-assessment of the grade is to be completed within ten (10) working days unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the revised deadline.

The assignment of grades is a School level jurisdiction and a student may not appeal the resulting grade on an individual in-course piece of work except for reasons relating to breach of process in the handling of the Academic Complaint.

Formal Request for a Review of a Final Course Grade

A student has the right to review a final course grade with the Professor. A review of the final course grade will normally be premised on a miscalculation of the final grade or deviation from the evaluation procedures described in the course outline. If a student is not satisfied with the outcome of the review with the Professor, the student may submit a request in writing to the Dean or Associate Dean requesting a ***further review no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered.*** The request should be submitted on a **Request for Review of a Final Grade Form***. The Dean or Associate Dean will provide a written decision within ten (10) working days of receipt of the request unless an extension has been mutually agreed to by both parties. A student may not challenge a final course grade on the basis of an individual in-course piece of work that has or has not previously been re-marked.

The assignment of a final course grade is a School level jurisdiction and may not be appealed to an Academic Appeal Panel except for reasons relating to breach of process in the handling of the Academic Complaint or if the decision has a direct impact on a student's standing relating to academic probation or withdrawal from a program. The Academic Appeal must be filed within 10 working days of the student's receipt of the decision of the Final Grade Review.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.1.2 Academic Complaint, Category 2

Academic complaints regarding an academic decision pertaining to probation, academic withdrawal, expulsion, academic misconduct or special consideration on the basis of medical, psychological or compassionate grounds

If a student has a concern relating to any of the issues identified above, the student shall discuss the matter with the responsible professor/trainer who shall provide the student with the reasons for the decision. The Program Co-ordinator may be asked to assist if the professor and student are unable to resolve issues.

If a student is not satisfied with the outcome of the discussions, he or she may initiate an Academic Complaint by requesting the Dean or Associate Dean responsible for the delivery of the course or program to review the concerns. This request must be initiated in writing by the student on a **Request for Review of an Academic Complaint Form*** no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered. In this request, the student shall provide any and all documentation, (e.g. medical reports) which may impact on the resolution of the complaint.

The Dean or Associate Dean will review the Academic Complaint or accusation of Academic Misconduct and provide a written decision to the student within ten (10) working days of the receipt of the student's written request unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the deadlines.

The appropriate Dean (or designate) is responsible for ensuring that the results (and reasons why) of any and all levels of an Academic Complaint shall be documented and kept on file by the School.

The student faced with termination from a program shall be given written notice, including the reason(s) for termination, and shall be given an opportunity to respond to the School making the decision prior to the student launching a formal Academic Appeal should the student elect to do so.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.2 Academic Appeal

13.2.1 Filing an Academic Appeal

If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process, or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.

Academic Appeals normally apply only to academic decisions relating to an Academic Complaint, Category 2.

Academic Appeals must be filed in writing to the Office of the Registrar on the Application for an Academic Appeal Hearing Form. The form is available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>.

Prior to filing for an Academic Appeal, students are encouraged to consult with a Student Services Advisor by contacting the Assistant to the Registrar in the Office of the Registrar.

At the time of filing the appeal, a student must:

- h) State the grounds for the appeal and the resolution being sought.
- i) Provide a copy of the written decision from the appropriate Dean (or designate) indicating the outcome of the Academic Complaint or the decision confirming the charge of Academic Misconduct.
- j) Include copies of all documentation supporting the argument.
- k) Indicate if they will represent themselves at the Appeal Hearing or if they wish to have someone present the argument. If being represented, the student must provide the name and status of the individual who will represent the student.
- l) Indicate if anyone will accompany them at the Academic Appeal Hearing (maximum of 2 people).
- m) Indicate the name of the Student Services Advisor, or, if they have not contacted Student Services, indicate if they would like Humber to make available a Student Services Advisor to assist them in preparing for the Hearing.

Once a formal appeal is filed, the Office of the Registrar shall:

- c) Schedule the appeal date and time.
- d) Distribute the application and the supporting documentation according to the appropriate timelines.

The School will, within a maximum of five (5) working days of the time the Appeal was filed, provide the following to the Office of the Registrar:

- d) a written response to the student's issue.
- e) all documentation to be presented at the Academic Appeal Hearing.
- f) the name of the individual(s) who will be representing the School at the hearing, and the name(s) of any witnesses the School will be calling. The professor directly involved in the academic decision being appealed, is expected to appear as a witness. In the event that the professor is unable to attend the Academic Appeal Hearing, a signed statement, which explains the involvement in the situation and the absence, shall be provided to the Office of the Registrar.

Upon receipt of the response from the School, the Office of the Registrar shall distribute the complete package of documentation along with the names of all participants to the student, the Academic Appeal Panel and the School. The student shall have a minimum of five (5) working days to review the School's submission prior to the Academic Appeal Hearing.

Extension(s) to the above time frames may be granted if extenuating circumstances can be shown. Requests for extension(s) from the student and/or from the School shall be made in writing through the Office of the Registrar to the Chair of the Academic Appeal Panel. The Chair shall respond to the request through the Office of the Registrar.

No new documentation from either the student or the School may be submitted on the day of the scheduled hearing, unless otherwise directed by the Chair of the Academic Appeal Panel, following consultation with the Panel members.

13.2.2 Role of the Office of the Registrar

The Office of the Registrar shall be responsible for co-ordinating all of the activities associated with an Academic Appeal, including but not necessarily limited to:

- co-ordinating the Academic Appeal Hearing according to the Academic Regulations and distributing all documentation
- scheduling the Academic Appeal Hearing and notifying the participants
- distributing the decision
- secure holding of appeal documentation for a period of 5 years

13.2.3 Role of the Student Services Advisor

A Student Services Advisor shall be made available to advise the student throughout the process and during the Academic Appeal Hearing. A student may contact an Advisor by contacting the Office of the Registrar.

With the student's written request and permission, the Advisor may, on behalf of the student, communicate with the School prior to the scheduled hearing. The Advisor will provide guidance or advice but will not represent the student or the School at the Academic Appeal Hearing. The Advisor may, with the student's written permission, accompany the student to meeting(s) with School personnel and/or the Appeal Hearing.

Confidential information may at times be shared by the School and/or student with the Advisor. The Advisor shall respect this confidentiality at all times. It is understood that at no time during

either the Academic Complaint or Academic Appeal stages will the Advisor compromise Humber's academic standards/regulations.

It is assumed that the student will disclose all relevant information to the Advisor and that the student shall prepare and present all relevant material to the Academic Appeal Panel. The Advisor shall listen to ensure all material is presented fully and fairly.

If the student discloses to the Advisor any issues which, in the Advisor's opinion seem discriminatory or harassment in nature, the Advisor is obligated to inform the student of Humber's Human Rights policy and related procedures.

Should the student elect a representative to present the case at the Appeal, the Student Services Advisor's role in the preparation for the Appeal shall cease. The representative named by the student may request information regarding college policies and the appeal procedures by contacting the Office of the Registrar.

13.2.4 Composition of the Appeal Panel

Humber shall ensure that an Academic Appeal Panel is comprised of five (5) individuals (including the Chair of the Appeal Panel) selected from Schools other than the School in which the student is registered, and the School in which the academic decision being appealed originated, if the two are different.

Humber will designate a cross section of full-time administrators, faculty members and students to serve on Academic Appeal Panels. Humber provides an orientation to the Panel members to ensure the Academic Appeal Policy and corresponding Procedures are correctly administered.

Academic administrators and faculty volunteers shall serve for a three (3) year period. Approved student volunteers shall serve for a period of three (3) years provided they maintain status as a student or have graduated from a program within the last 6 months. Normally, each Academic Appeal Panel will include at least one (1) student and one (1) faculty member.

To ensure consistency of process, each Academic Appeal Panel shall be chaired by the standing Chair(s) designated by Humber.

When a student in a degree program files an academic appeal, the Academic Appeal Panel shall be comprised of individuals actively involved in that level of study.

If deemed relevant by the Academic Appeal Panel, the Chair may invite participation from a relevant professional regulatory body or professional association where the Panel recommends that such participation would provide information required to render an informed and fair decision.

13.2.5 Dismissal of an Academic Appeal

An Academic Appeal may be dismissed if the student had previously submitted the same, or substantially the same complaint to any other formal College grievance procedure; if the appeal is not timely; if the Student had improperly omitted a prior step(s) of the Academic Complaint process (see Section 13.1.1. and Section 13.1.2) or the student has commenced civil or other litigation with Humber on the decision in question.

If any of these circumstances exist, the Registrar will refer the student's written Request for an Academic Appeal and the student's accompanying written documentation to the Academic Appeal Panel for review. If the Panel agrees that the Appeal is beyond the normal timelines or does not conform to the appeal policy, the Appeal Panel may dismiss the appeal and provide the reasons for the dismissal to the student in writing.

A student may withdraw his or her request for an Academic Appeal prior to the scheduled hearing date.

13.3 Academic Appeal Hearing Protocol

The student has the right to representation throughout the various stages of the Academic Appeal procedure. The student shall advise Humber of their intent to retain a representative at the time an Academic Appeal is filed. Regardless of the outcome of any Academic Appeal Hearing, any costs incurred by the student as a result of being represented are the sole responsibility of the student. In the event the student retains legal representation, Humber has the option to do the same, at its own expense. Those representing the student and/or Humber shall be allowed to present their client's case, and may direct questions for clarification through the Chair, once the person providing the information has completed his or her formal presentation.

A student may request a maximum of two people (including the Student Services Advisor) to accompany them at the Academic Appeal Hearing. These individuals shall not actively participate in the actual hearing or present information. A student must indicate if anyone will accompany them at the time an Academic Appeal is filed.

The School will be represented by the Dean or the Associate Dean and the Professor directly involved.

Prior to the Academic Appeal Hearing, the Chair of the Appeal Panel will direct the Office of the Registrar to confirm the participants at the hearing with the Academic Appeal Panel, the student and the School.

An Academic Appeal Panel member having any prior knowledge of the student or of the nature and circumstances of an appeal must withdraw from the Panel.

Academic Appeal Hearings shall be conducted in private.

Recording devices are not permitted during an Academic Appeal Hearing.

All information presented and/or discussed at an Academic Appeal Hearing is deemed confidential and the Chair of the Panel will advise participants of their responsibility to maintain the confidentiality of the proceeding.

Once an Academic Appeal Hearing is in session, all participants must remain until all information has been heard and the meeting formally adjourned and/or concluded. Witnesses called by either the student or the School shall be dismissed by the Chair of the Academic Appeal Panel once they have presented their information and have been questioned by the other party to the Appeal, and by the Academic Appeal Panel.

The decision of an Academic Appeal Panel shall be by majority vote and is final and binding on all parties. The student and/or School are precluded from seeking subsequent review of the appeal decision under any office, or in accordance with any policy or procedure within Humber.

One copy of all materials presented at an Academic Appeal Hearing shall be kept on file until graduation or five (5) years from the last date of attendance. This material shall be held in the Office of the Registrar.

If two (2) or more formal appeals are submitted at the same time which involve the same or similar questions, the Chair may:

- combine the appeals or any part of them, with the consent of the parties
- hear the appeals at the same time, with the consent of the parties

- hear the appeals one immediately after the other
- stay one or more of the appeals until after the determination of one of them

In the event of an Academic Appeal from a group of students, two (2) students, with the written permission of the other members of the group, shall represent the interests of the group at the Academic Appeal Hearing. The decision rendered by the Academic Appeal Panel in a group appeal shall be considered binding on all members of the group identified as students in the appeal.

The format for the Academic Appeal Hearing shall be as follows:

- r) The Chair shall introduce the members of the Academic Appeal Panel and review the format of the meeting and any rules of process that are appropriate. All procedural questions shall be directed to the Chair of the Academic Appeal Panel, and are subject to the final decision of the Chair.
- s) The Chair shall ask each participant to confirm that they are willing to maintain the confidentiality of the information presented at the proceeding.
- t) The Chair shall ensure that sufficient time is provided to cover all points that are relevant to the appeal.
- u) The Chair shall ensure that all documentation tabled was submitted prior to the Academic Appeal Hearing and was received by all participants within the allotted time period unless otherwise ordered.
- v) The Office of the Registrar shall provide a certified copy of the student's full academic record if it is requested by either the student and/or the School for their submission and is deemed by the Academic Appeal Panel as being relevant to the appeal being heard.
- w) The School named in an Academic Appeal shall provide a copy of the outline(s) for the course(s) and all course materials cited in the appeal along with a copy of the appropriate curriculum in the event the course is part of a program.
- x) The student (or the student's representative) is required to clearly state the nature of the appeal, present the case referring to any relevant documentation previously submitted and state the resolution being sought.
- y) The School (or its representative) shall state its position and speak to any relevant documentation.
- z) The student (or the student's representative) and the School (or its representative) shall have the opportunity to question persons providing information through the Chair once the person providing the information has completed their formal statement.
- aa) Members of the Academic Appeal Panel may raise questions through the Chair at any time to ensure that all points are clearly understood and are relevant to the Appeal.
- bb) Based on the information provided, the School and the student shall be provided with an opportunity to summarize their position.
- cc) After confirming that all relevant information has been presented by both parties and the student has had the final opportunity to speak, the meeting shall adjourn and the Academic Appeal Panel shall caucus privately and in confidence to reach a decision. The decision shall be determined by majority vote of the Panel.
- dd) If an appeal is dismissed, the decision of the School stands and is written as such.

ee) If an appeal is granted, the Panel may award the resolution being sought or may take any action it deems appropriate including but not necessarily limited to:

- o Directing the School to administer and/or accommodate the student with respect to a new final examination, assignment or paper in the course; or
- o Directing the School to reinstate the student to the program status he or she was at prior to the academic decision being appealed.

Note: The Panel has no authority to provide any monetary award, to impose an actual mark, or to reprimand or take disciplinary action against any individual as a result of information presented at an appeal.

ff) The decision and reasons of an Academic Appeal Panel shall be forwarded in writing to the student, School and the student's Advisor, if applicable, within ten (10) working days of the Academic Appeal Hearing.

gg) In the event that an Academic Appeal Panel finds in favour of the student, the School cited in the appeal shall be responsible for implementing the decision of the Panel and for ensuring the student's academic record is corrected if necessary.

hh) In the event that an Academic Appeal Panel upholds the academic decision of the School, other than a College initiated withdrawal/expulsion, the decision is not made part of a student's permanent academic record, but shall become part of a student's confidential record. Upon graduation, a student's confidential record is expunged. Should a student not graduate, a student's confidential record is expunged five (5) years after the disposition of an appeal.

Section 16.7 Ontario Colleges of Applied Arts and Technology – Credentials Framework (02/03)

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
<p>1. SCOPE OF CURRICULUM OUTCOMES: BREADTH AND DEPTH</p> <p>1.1 <i>Complexity of Knowledge and Vocational Outcomes</i></p>	<p><i>Locally Determined</i></p>	<p>Complexity of knowledge may focus on preparing graduates to begin postsecondary studies or may focus on targeted vocationally specific skills.</p>	<p>Meets all specific vocational learning outcomes as defined by provincial program standards, where these exist.</p> <p>Breadth, depth, and complexity of knowledge would prepare graduates to perform in a range of varied activities or knowledge application situations where the range of contexts in which the choice of actions required is usually clear, and there is limited complexity in the range of options to be applied.</p> <p>Complexity of knowledge prepares graduate for further postsecondary studies.</p>	<p>Meets all specific vocational learning outcomes as defined by provincial program standards, where these exist.</p> <p>Breadth, depth, and complexity of knowledge cover the planning and initiation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements, coordination, and evaluation.</p>	<p>Meets all specific vocational learning outcomes as defined by provincial program standards, where these exist.</p> <p>Breadth, depth and complexity of knowledge involve analysis, diagnosis, design, planning, execution, and evaluation across a broad range of technical and/or management functions.</p> <p>Opportunities may exist for new / additional applications of technical, creative, or conceptual knowledge to practical and/or real world situations.</p>	<p>Meets all specific vocational learning outcomes as defined by provincial program standards, where these exist.</p> <p>Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others as well as contributing to technical solutions of a non-routine or contingency nature.</p>	<p><i>Degree level standards are established by the Postsecondary Education Quality Assessment Board (PEQAB) under the authority of the <u>Post-secondary Education Choice and Excellence Act, 2000.</u></i></p>

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
			<p>Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.</p> <p>Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.</p>	<p>Performance of a range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the planning and selecting of appropriate equipment, services, or techniques for self and others.</p> <p>Applications involve participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others. It may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.</p>	<p>Performance of a significant range of skills associated with fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contributions to the development of a broad plan, budget, or strategy are involved, as is accountability for self and others in achieving the outcomes for a team.</p> <p>Applications of skill and knowledge involve significant judgment in the planning, design, and technical leadership and / or guidance functions related to products, services operations, or procedures.</p>	<p>Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices, develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.</p> <p>Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group.</p>	

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
					The degree of emphasis on breadth as against depth of knowledge and skills may vary, with most weighting placed on depth.	The qualification may involve broadening the skills of individuals already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	
			▼ <i>Portions of the above section are reproduced by kind permission of the Australian Qualifications Framework Advisory Board to the Ministerial Council on Education, Employment, Training and Youth Affairs, Australia</i>				

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
<i>1.2 Generic Employability Skills</i>		Locally Determined	Graduates have achieved the fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice, or to enter further postsecondary studies. There is an appropriate depth of achievement, consistent with the Generic Employability Skills learning outcomes, identified for this level of credential (i.e., the current generic skills learning outcomes for certificate programs).	Graduates have achieved the fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. There is an appropriate depth of achievement, consistent with the Generic Employability Skills learning outcomes, identified for these levels of credentials (i.e., the current generic skills learning outcomes for diploma programs).		Locally Determined	

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
<i>1.3 General Education</i>		<i>Locally Determined</i>	Locally determined, however it is desirable that graduates at this level will have been engaged in learning that incorporates some breadth beyond the vocational field of study, especially in programs of instruction intended to lead to further postsecondary study in a related field.	Consistent with the General Education Policy for colleges of applied arts and technology, graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically involve students taking 3 – 5 courses (or the equivalent) designed discretely from vocational learning opportunities. This learning would normally be delivered using a combination of required and elective processes.		<i>Locally Determined</i>	
<i>2. TYPICAL DURATION FOR COMPLETION</i>		<p>Specific design, delivery, and duration of curriculum is locally determined, and may vary amongst programs and disciplines, recognizing that some colleges may use a system other than hours (e.g., credits) to determine program completion.</p> <p>It is understood that there may be a range of hours that will apply to the achievement of program learning outcomes leading to any particular credential.</p> <p>1. This framework outlines the typical duration of a program at this level for students entering with the minimum admission requirements.</p>					

	Non-Credit	Certificate	Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma	Ontario College Graduate Certificate	<i>Applied Degree</i>
		<i>Locally Determined</i>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 - 700 instructional hours or equivalent.	Typically the duration to achieve this credential is 4 academic semesters or approximately 1200 - 1400 instructional hours or equivalent.	Typically the duration to achieve this credential is 6 academic semesters or approximately 1800 - 2100 instructional hours or equivalent.	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 - 700 instructional hours or equivalent.	
3. ADMISSION REQUIREMENTS	<i>Locally Determined</i>	Locally Determined	Admission requirements are established in Regulations and Minister's Binding Policy Directives.			Ontario College Diploma, Ontario College Advanced Diploma, Degree, Or Equivalent	
4. NAME OF CREDENTIAL	<i>Locally Determined, excluding the use of the words contained in any provincially approved credential titles. May use such terminology as Attestation, Award, Statement, etc.</i>	Certificate Certificat	Ontario College Certificate Certificat d'études collégiales de l'Ontario	<i>Ontario College Diploma</i> Diplôme d'études collégiales de l'Ontario	Ontario College Advanced Diploma Diplôme d'études collégiales de l'Ontario – niveau avancé	Ontario College Graduate Certificate Certificat post-diplôme de l'Ontario	