

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

Date: **SEPTEMBER 1999**

B: Department/
Program Area: **CRIMINOLOGY**

New Course

Revision

If Revision, Section(s) Revised: **P, R**

Date Last Revised: **NOVEMBER 1993**

C: **CRIM 170**

D: **INTRODUCTION TO CORRECTIONS**

E: **3**

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description: This course involves a historical review of Canadian, European and American correctional systems and the current theory and practice of Canadian Corrections. Topics will include sentencing, alternatives to incarceration, the incarceration process, correctional workers, institutional programs (e.g. work, education, security, social rehabilitation, community-based corrections programs, community involvement in Corrections, and issues in corrections.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings

Lecture

Number of Contact Hours: (*per week/ per semester for each descriptor*)

Lecture: **4 Hrs.**

Number of Weeks per Semester: **14 Weeks**

H: Course Prerequisites:

NONE

I: Course Corequisites:

NONE

J: Course for which this Course is a Prerequisite:

NONE

K: Maximum Class Size:

35

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes:

At the conclusion of the course, the successful student will be able to:

1. Identify the philosophy and purposed of corrections in Canada.
2. Discuss the historical development of corrections in North America, emphasizing the development of prisons
3. Describe pre-court diversion and community service as part of court dispositions for youth and adults as practised in Canada.
4. Discuss the various sentencing options and how they influence corrections
5. Describe the philosophy, rationale, operation and evidence of success of probation in Canada.
6. Identify key groups in (inmates, staff and administration) institutions and the nature of the relationship between them.
7. Identify the range, rationale, and integrity of programs in Correcitonsl institutions, including educational, specialized intervention, prison industry, vocational and programs for specialized offenders.
8. Describe post-instituional corrections, namely the conditional release process. Discuss the philosophy, rationale and evidence of success of conditional release programs.
9. Idnetify the possible and probable future trends in corrections in Canada.

N: Course Content:

1. Aspects of Corrections
 - Purpose and principles
 - Correctional jurisdiction in Canada
2. History of Corrections
3. Sentencing and Corrections
 - Options and justifications
 - Sentencing disparity
4. Correctional Facilities
 - The operation of external and internal influences on correctional facilities
 - Key members of correctional facilities
 - Are institutions meeting their objectives?
5. Correctional Treatment Programs
 - The classification process
 - The problem of measuring treatment success
 - The delivery of correctional treatment
6. Community-Based Corrections
 - Justifications for community-based programs
 - Types of community-based programs
 - Controversies surrounding community programs
7. Correctional Issues

Subject and Course No.

O: Methods of Instruction:

This course will employ a number of instructional methods to accomplish its objectives which will include some of the following:

- 1. Lectures
- 2. Seminar presentations
- 3. Audio-visual materials
- 4. Small group discussion
- 5. Research papers

P: Textbooks and Materials to be Purchased by Students:

A bibliography of materials/resources and a manual of relevant selected readings will be available. Subject to copyright approval, the manual may include readings from:

Griffiths, C. T. & Cunningham, A. (2000). Canadian Corrections. Toronto: Nelson Thompson.

Q: Means of Assessment:

Evaluation will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:


- 1. Short Answer Tests
- 2. Exams
- 3. Oral Presentation
- 4. Research Project / Term Paper
- 5. Class Participation

An example of one possible evaluation scheme would be:

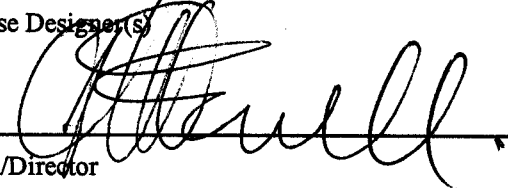
Seminar Attendance and Participation	10%
Term Paper	20%
Debate	10%
Midterm Exam	30%
Final Exam	30%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Under review.

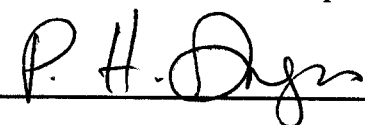


Course Designer(s)



Dean/Director

Education Council/Curriculum Committee Representative



Registrar