

An examination of the nature and functions of the principal components of correctional services in Canadian society. CICE students will examine the history of corrections, correctional law, current models of correctional policy, policy making, correctional structures, treatment programs and their delivery, community based corrections, and the future of corrections in Canada.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist demonstrate a basic ability to:

1. Describe the system of Corrections in Canada (Chapter 1)

Potential Elements of the Performance:

- a. Define corrections
- b. Outline the legislative framework of corrections
- c. Describe the split in correctional jurisdiction
- d. Describe the exchange of services agreement
- e. Describe the private, not for profit agencies involved with corrections
- f. Describe the challenges facing corrections
- g. Describe the trends in corrections

2. Describe the various statutes the impact on Corrections federally and provincially (Correctional Law Statutes)

Potential Elements of the Performance:

- a. List (and describe – take out) the statutes that impact the operations of correctional jurisdictions
- b. Describe the level of law making for correctional statutes and the implication correctional jurisdictions
- c. Describe the (purpose and – take out) major points of each statute as it impacts on correctional jurisdictions

3. Outline and describe the evolution of punishment and corrections in Canada (Chapter 2 Self Study)

Potential Elements of the Performance:

- a. Describe the process of correctional change
- b. Outline (and discuss – take out) the various perspectives on punishment and corrections
- c. Describe the emergence of punishment and corrections over the past 150 years
- d. Outline the differences between the ideal correctional world and the reality of corrections

4. **Identify alternatives to confinement in prisons/penitentiaries (Chapter 4)**

Potential Elements of the Performance:

- a. Identify (and outline – take out) traditional alternatives the incarceration
- b. Identify (and outline – take out) intermediate sanctions
- c. Identify (and outline – take out) the effectiveness of intermediate sentences
- d. Identify (and outline – take out) the principles and purpose of restorative justice

5. **Outline and discuss institutional corrections (Chapter 5)**

Potential Elements of the Performance:

- a. Identify the types of correctional institutions
- b. Outline the structure and operations of institutions
- c. Identify (and describe – take out) prison architecture
- d. Describe the social organization of institutions
- e. Identify (and discuss – take out) the challenges of operating institutions

6. **Outline the role and difficulties of being a correctional officer (Chapter 6)**

Potential Elements of the Performance:

- a. Discuss the recruitment, training and roles of officers
- b. Identify and discuss the attitudes and orientation of officers
- c. Describe the relationship between officers, treatment staff , administration to each other and inmates
- d. Identify and discuss sources of stress to correctional employees
- e. Identify and discuss the issues and role of female correctional officers

7. **Outline and describe the inmate typology and factors affecting serving time inside a correctional institution. (Chapter 7)**

Potential elements of the Performance:

- a. Outline (and discuss – take out) the impacts of entering and living inside a correctional institution
- b. Outline the inmate social system/code
- c. List (and describe – take out) coping mechanisms used by inmates
- d. Have a basic understanding of the patterns of violence and exploitations used by inmates
- e. Describe the issue of inmate suicides.

8. **Outline (and describe – take out) classification , case management and treatment processes (Chapter 8)**

Potential elements of the Performance

- a. Outline (and describe – take out) the tools and techniques used to classify inmates
- b. Outline the case management process
- c. *Have a basic understanding of and list the principles of effective treatment*

9. ***Describe the release processes from institutions (Chapter 9)***

Potential elements of the Performance

- a. Describe the purpose and principles of release
- b. Describe (and discuss – take out) release options
- c. Describe the decision making process for early release

10. **Identify and discuss issues affecting reentry to society and life after prison for inmates (Chapter 10 Self Study)**

Potential elements of the Performance

- a. Describe the reintegration process
- b. Describe (and explain – take out) the pains of reentry for newly released inmates
- c. Identify (and discuss – take out) parole supervision
- d. Describe revocation of parole of conditional release

III. TOPICS:

1. System of Corrections in Canada
2. Correctional Law Statutes
3. Evolution of punishment in Canada
4. Alternatives to confinement
5. Institutional corrections
6. Correctional Officers
7. Inmates
8. Treatment processes
9. Release from Institutions
10. Reentry and Release from institutions

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Corrections, 3rd Edition, Curt T. Griffiths, Nelson/Thomson Learning

Students may wish to download legislation from the Internet

V. EVALUATION PROCESS/GRADING SYSTEM:

<i>Correctional Law test</i>	20 marks (Learning Objective 2)
<i>Mid-term exam</i>	30 marks (Learning Objectives 1,4,5)
<i>Final exam</i>	30 marks (Learning Objectives 6-9)
Take home assignment	20 marks (Learning Objectives 3 and 10)

Test or exam rewrites are not permitted.

***All assignments must be typed, double spaced, with a cover page
Failure to notify the professor of test/exam absence prior to the test
or exam will result in a "0" mark. CICE students may be asked to
provide a doctor's note or other documentation for missed
tests/exams.***

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F	49% or below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field placement or non-graded subject areas.

U Unsatisfactory achievement in field placement or non-graded subject areas.

X A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual – Deferred Grades and Make-up).

NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

W Student has withdrawn from the course without penalty.

NOTE: For such reasons as program certification or program articulation, this course requires a minimum greater than 60% to achieve a passing grade.

The program requires an minimum GPA of 2.0 in order to graduate.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. CICE students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

Plagiarism:

CICE Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material. The Learning Specialist will assist the CICE student with APA Formatting.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.