



Criminal and Social Justice Diploma (CSJD)

Program Outline

PROGRAM IMPLEMENTATION DATE:	September 2017
OUTLINE EFFECTIVE DATE:	September 2022
PROGRAM OUTLINE REVIEW DATE:	March 2027

GENERAL PROGRAM DESCRIPTION:

In the criminal and social justice diploma program, students study theories of human and social behavior, criminal justice system and cultural and institutional roots of crime and deviance. Students will learn about oppression and marginalization and will further their understanding of Indigenous peoples and Indigenous knowledge. They will develop effective skills in cross-cultural relations, communication, conflict resolution and crisis intervention. Students will engage in experiential and interdisciplinary learning opportunities to develop the knowledge and skills to further their post-secondary education or to prepare for a potential career within the field of criminal and social justice.

CREDENTIALS:

First year students are encouraged to select a two-year diploma program. They can exit after one year of coursework with a certificate.

Certificate:

The Criminal and Social Justice certificate is awarded to students who successfully complete the first year of the program totaling 30 credits.

Diploma:

The diploma is awarded to students who successfully complete the two-year diploma curriculum, a total of 60 credits.

Program Information:

This program is in the University Studies department and includes applied courses in the Child, Youth and Family studies/Human Service Worker program area.

The diploma program is designed to prepare students for a potential career in the field of criminal or social justice or to further post-secondary education such as a bachelor degree.

Delivery: This program is delivered in a combination of face-to-face and online courses.

COTR Credits: 60

Hours for this program: 885-915 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	885-900
Seminars / Tutorials	0-15
Laboratory / Studio Hours	0-15
Practicum / Field Experience Hours	
Other Contact Hours	
Total	885-915

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	
Formal Work Experience	
Other	
Total	

Program Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Valid from: September 2022- March 2027

Education Council Approval Date

PROGRAM PREREQUISITES AND TRANSFER CREDIT:

Admission Requirements:

- Secondary school graduation or equivalent.
- Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College Website).

Flexible Assessment (FA):

Credit can be awarded for one or more courses in this program through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>

Students should also contact an academic advisor at the institution where they want transfer credit.

PROGRAM GOALS:

Selected learning outcomes include the following:

The self, community, and society:

- be aware of personal biases, assumptions and prejudices and demonstrate acceptance for varying perspectives;
- develop an awareness of the role media plays in perceptions, myths and fear of crime;
- have sound introductory knowledge of topical areas of sociology, such as family, religion, economy and work, power, politics and government, social class and stratification, global stratification and collective behaviour and social change;
- apply psychological principles to individual and/or social problems;
- discuss the impact that addiction has on families, communities and society in general;
- explore Indigenous teachings based on the contributions of Elders, Indigenous scholars and community members;
- articulate the differences between mainstream and Indigenous family support and child protection; and
- understand the strength and cohesion in Indigenous families and communities.

Analysis and Communication:

- complete case study analyses;
- identify, interpret, and solve problems, effectively implementing and evaluating proposed strategies;
- analyze and interpret statistics related to youth crime and the social correlates of youth crime;
- analyze evidence based prevention, intervention and treatment strategies;
- develop an argument with a thesis or controlling idea, using appropriate rhetorical patterns and supporting material for their audience and purpose;

- develop skills to foster intercultural sensitivity;
- use written and oral communication skills effectively, employing methods appropriate to message and context; and
- actively listen to others.

Justice Issues:

- articulate the differences between the criminal justice system and restorative, community and Aboriginal concepts of justice;
- assess how the concept of law affects decision-making at various levels of the legislative, judicial, and administrative systems;
- explain the rationale, history and modern structure of the youth criminal justice system in Canada;
- explain and understand various theoretical explanations (biological, psychological and sociological) of crime and criminals; and
- explain the fundamental principles of jurisprudence.

Working in Organizations:

- work effectively as a member of a team;
- develop problem-solving and teamwork skills;
- recognize the ramifications of stereotypes and culture-based assumptions;
- adapt to other individuals' levels of communication; and
- conduct a case briefing.

Managing Conflict:

- develop skills to prevent vicarious trauma and burnout;
- demonstrate common conflict resolution strategies and processes;
- demonstrate resolution models developed specifically for inter-group conflict;
- illustrate the use of negotiation and mediation skills; and
- demonstrate basic crisis intervention skills used in an initial crisis intervention, including ethical and legal considerations.

Criminal and Social Justice Diploma program:

This program is designed to facilitate maximum transferability to a full degree program after 2 years at COTR.

Program Studies Year One

Year 1 (Criminal and Social Justice Certificate)

Fall

CRIM 101	Introduction to Criminology	3
ENGL 100	English Composition	3
PSYC 101	Introduction to Psychology 1	3
HSWR 211	Conflict Resolution	3
HSWR 212	Crisis Intervention	3

Winter

CRIM 131	Introduction to the Criminal Justice System	3
CYFS 101	Inclusive Interpersonal Communications	3
SOCI 102	Introduction to Sociology 2: Social Institutions	3
COMC 102	Advanced Professional Communications	3
Elective	Chosen from list below: NOTE: Must choose PSYC 102 if completing the diploma program	3

One elective from the following:

CRIM 103/ PSYC 103	Psychological Explanations of Criminal and Deviant Behavior (offered in Winter Semester) (for diploma stream, this is required in second year	
HSWR 214	Introduction to Addictions (offered in Spring Semester) (for diploma stream, this can be an elective in the second year)	
PSYC 102	Diploma stream requires this course be taken in year 1 Winter Semester	

Total Credits: 30**Program Studies Year Two**

Year 2 (Criminal and Social Justice Diploma)

Fall

CRIM 135	Introduction to Canadian Law	3
INDG 203	Indigenous Ways of Knowing	3
INDG 240	Indigenous Family support studies	3
SOCI 210	Introduction to Social Research methods	3
Elective	Chosen from list below:	3

One elective from the following:

ANTH 101	Introduction to Cultural Anthropology	3
PHIL 101	An Introduction to Philosophical Inquiry 1	3
PSYC 240	Introduction to Abnormal Psychology	3
SOCI 101	Introduction to Sociology 1: The Individual in Society	3
STAT 106	Statistics	3

Winter

COMC 253	Intercultural Communications	3
CRIM 210	Law, Youth and Young Offenders	3
PSYC 103/ CRIM 103	Psychological Explanations of Criminal and Deviant Behaviour	3
PSYC 207	Social Psychology	3
Elective	Chosen from list below:	3

One elective from the following:

ENGL 101	Introduction to Poetry and Drama	
ENGL 102	Introduction to Prose Fiction	
FNST 101	First Nations Studies	
INDG 105	Health and Wellness in Indigenous Communities	
HIST 211	Women in Canada: 1920 to the Present	
STAT 106	Introduction to Statistics	
HSWR 214	Introduction to Addictions (offered in Spring semester)	

Notes:

Students intending to complete a degree should complete ENGL 100 plus either ENGL 101 or ENGL 102 in their diploma. Please consult the degree-granting institution on its English requirements.

Students transferring to VIU after first year must complete CRIM 135 before admission.

Total Credits: 60

PROGRAM CHANGES:

Information contained in this program outline is correct at the time of publication. Courses and course content may be revised from time to time based on changing educational, employment and marketing needs. The timetable may also be revised.

COURSE GRADE:

Course grades are assigned as follows:

	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	< 50

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

COURSE DESCRIPTIONS can be found on the COTR SharePoint site:

<http://www.cotr.bc.ca/CourseOutlines/>

ANTH 101

This course involves an in-depth exploration of the concept of culture and the cross-cultural study of human diversity within the discipline of anthropology. Students focus on topics such as anthropological research, ethics, culture, worldview, gender, language, marriage, families and households, Indigenous peoples, religion and globalization. Students also engage in self-reflexive examination of their own worldviews, perceptions and biases in relation to other peoples and cultures.

COMC 102

This course presents the written and oral communication strategies required in any workplace environment. Students gain practical experience that centers on gathering, summarizing and critically assessing information to produce professional documents. Students will also gain a better understanding on how basic design elements enhance the readability of workplace documents and online communication. This course also focuses on helping students develop speaking skills appropriate to informal and formal presentations and interviews.

COMC 253

This course explores the inherent relationship between culture, language and communication. The key concepts of study are identity, culture, assumptions and stereotypes, beliefs, value systems, and globalization. From theory to practice, students will investigate the impact of identity and context in intercultural interactions. The focus of this course is to help students develop meaningful strategies to communicate in today's culturally diverse communities.

CRIM 101

This course is an introduction to the major theories, historical, Indigenous and modern, which provide explanations of crime and criminal behaviour. Various typologies of crime are also explored as well as topics such as crime statistics, crime correlates and trends, crime and the media, fear of crime and victims of crime.

CRIM 103/PSYC 103

This course is an introduction to biological, psychiatric, psychological and social/environmental explanations of criminal and deviant behaviour. This course explores specific types of behaviours such as violent offences (homicide), sexual offences and family violence through a psychological lens. The unique nature and needs of female, youth, Aboriginal and mentally disordered offenders will also be explored.

CRIM 131

This course involves a critical examination of the structure and operation of the system that responds to crime and criminal behaviour: the police, courts and corrections. This course also examines the relationship between these agencies and the impacts and implications of the system. An emphasis is placed on experiential and interactive learning where students will engage with various individuals involved in the system. This course also includes an introduction to Indigenous justice models, community and restorative justice.

CRIM 135

This course is a general introduction to the principles of jurisprudence and the legal institutions of Canada. Students will study: Canada's legal systems; the various ways law is made and organized; different explanations and perspectives of law; and its history and role in Canadian society. Students will learn basic concepts in public and private law, including constitutional, family, criminal, and tort law and will also learn basic techniques of legal reasoning and research.

CRIM 210

This course is an analysis of the nature, prevalence, characteristics and consequences of youth crime, deviance and responses to youth crime in Canada. Students examine the social construction of youth crime and young offenders. The history of youth crime legislations, legal frameworks, theoretical explanations and statistics of youth deviance are analyzed.

CYFS 101

Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their work and personal relationships. We also expect students to clearly evaluate their own values, beliefs, and attitudes that influence their interpersonal communication.

ENGL 100

English 100 focuses on composition for academic purposes and develops a student's ability to write clearly and effectively. Students also learn the fundamentals of critical thinking, persuasive writing techniques (including rhetorical appeals and devices), scholarly research, and academic reading.

ENGL 101

An introduction to the critical reading of literature through the study and analysis of poetry and drama across historical periods from Shakespeare to twenty-first century poets and dramatists. While this course will teach students how to perform college-level literacy analysis of canonical texts, it will also teach students how to question and evaluate the cultural narratives that literature circulates. As such, the class will explore questions of gender, class, race, nationality/nation building, and the problematic

literary canon in order to develop strategies for negotiating complex literary texts and to become better, more nuanced readers.

ENGL 102

English 102 introduces students to the genre of literary fiction from the origins of the short story in early nineteenth century to the novels of twentieth and twenty-first century. The aim of English 102 is to read fiction with an understanding of genre, technique and form; to apply various critical strategies to literary texts; and to develop analytical writing skills appropriate to essays at the university level. Ultimately, the course encourages students to consider how narrative forms can shape, challenge and respond to their moral, social, and political contexts.

FNST 101

This course is an introduction to the multi-disciplinary field of Aboriginal studies. The prehistory, history, and traditional and contemporary cultures of Aboriginals in Canada and their various perspectives are addressed. Additionally, the historical overview of Aboriginal/non-Aboriginal relations and their effects are explored.

HIST 211

This course focuses on a number of important aspects of women's twentieth century experience in intriguing ways. Concepts such as domesticity and motherhood are examined through the study of marriage rituals, childrearing practices, and contraceptive methods. The sexual division of labour is analyzed in terms of women's paid and unpaid work during times like the Second World War. Consumption is examined by looking at shopping habits of the 1950s. Political involvement is measured not only in the progress women made in becoming persons, but also in becoming feminists. Attempts are also made to account for the experiences of immigrant and lesbian women.

HSWR 211

This course is intended to provide students with the basic elements and strategies for coming to mutually acceptable agreements in child, youth, and family related conflicts.

HSWR 212

This course provides the student with an introduction to the theory and practical day to day procedures of crisis intervention. Students may be exposed to crisis topics common to a variety of helping profession disciplines, including counseling, education, and social work.

HSWR 214

This course provides the learner with an overview of current practice, theories and models in the field of substance use. Topics include: models of addiction, assessment, intervention and treatment for alcohol and other drug abuse; the impact of substance use on the individual, family and society in general; and ethical issues and challenges for practitioners.

INDG 105

This course adopts a holistic approach to understanding health and wellness within Indigenous communities. Students examine many factors and conditions that impact Indigenous community health from a strength based rather than problem focused approach. This course also focuses on Indigenous worldviews in terms of how community health and wellness is articulated and maintained.

Traditional knowledge and Indigenous scholarship are incorporated alongside critical Indigenous Studies perspectives. Whether delivered face to face or online, the course is treated as an interactive lecture series. Indigenous representatives from local communities and scholars knowledgeable about course topics share their valuable insights and knowledge with students.

INDG 203

This course introduces students to concepts of Indigenous traditional knowledge, worldview and epistemology through witnessing Elder teachings, insights from Indigenous scholars and experiences of Indigenous community members. This course begins with a review of knowledge creation and ways of knowing. It then explores the value, importance and uniqueness of Indigenous ways of knowing and pedagogy in comparison to Western ways of knowing and pedagogy through exploring questions that are important to First Nations peoples.

INDG 240

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates their strengths as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, and promoting family wellness and safe environments for children.

PHIL 101

Philosophy 101 is designed to introduce students to the questions and ideas in the world of thought and the skills of moral reasoning. In the context of both classical and contemporary philosophers, the moral principles used to justify how we should live are discussed. What are the sources of such principles? What are their limitations? An analysis of various moral traditions will seek to answer Socrates' timeless ethical question, "how ought we to live?"

PSYC 101

This course provides an introduction to the history, principles, and methods of psychology. Topics may include the brain and behavior, sensation and perception, learning and memory, thinking and language, and states of consciousness.

PSYC 102

This course is a continuation of Psychology 101. Topics may include development across the lifespan, intelligence, motivation, emotion, stress and health, personality, psychological disorders, therapy, and social behavior.

PSYC 207

This course provides an introduction to the study of human social behavior. Topics include research methodology, social cognition, social perception, the self, attitudes, conformity, group processes, interpersonal attraction, prosocial behaviour, aggression, and prejudice.

PSYC 240

This course is an introduction to the research, history, and theories of abnormal psychology. A major emphasis in the course is to examine selected categories of psychological disorders such as: anxiety, depression, schizophrenia, personality disorders, eating disorders, and substance abuse. Additional topics may include diagnostic classification, the impact of health and stress on psychological functioning, understanding abnormality, and therapies.

SOCI 101

Sociology 101 introduces students to the basic concepts of sociology, while also focusing on the relationship between the individual and society. In addition to theory and research methods, topical areas include: culture, socialization, media, conformity, social structure and interaction, sex and intimate relationships, population and urbanization, and globalization. Students will increasingly acquire a sociological perspective to enrich their understanding of the social world, especially the vital link between self and society.

SOCI 102

This course examines the major social institutions and social processes in contemporary society. Aside from an introduction to sociology, and an overview of the central theoretical perspectives, special topics include: Family and Intimate Relationships, Education, Religion, Mass Media, Economy and Work, Power, Politics and Government, Social Class and Stratification, Global Stratification, and Collective Behaviour, Social Movements and Social Change.

SOCI 210

Introduction to Social Science Research Methods examines the scientific method applied to the understanding of behaviour, the recognition and posing of scientifically researchable questions, and the examination of different research designs. Students gain an interdisciplinary understanding of qualitative and quantitative methods and ethics in social science research. Students are introduced to relevant research questions, issues of interest, and how to communicate knowledge and information about their social world. This course also introduces Indigenous research methodologies.

STAT 106

This course introduces the fundamental ideas of statistics and can be applied to any discipline. Topics include: collection, description, and presentation of data; calculating central tendency and dispersion; probability and statistical inference; hypothesis testing (means, proportions, variances, one and two samples); correlation and regression; decision making and sampling, Goodness of Fit Tests, and Contingency Tables.