

# SIMON FRASER UNIVERSITY

## MEMORANDUM

S. 78-75

To..... Senate	From..... Senate Committee on
	..... Undergraduate Studies
Subject..... Proposed New Courses - Criminology	Date..... 1978-05-19

Action taken by the Senate Committee on Undergraduate Studies at its meeting of Tuesday, 9 May, 1978 gives rise to the following motions:

MOTION 1:

That the proposed new course CRIM 462-15 (Field Practice), as set forth in S.78-75, be approved and recommended to the Board for approval.

NOTE - This single semester block practicum, field practice course is proposed to replace the existing three part-time practicum courses (CRIM 360-6, 460-6 and 465-6). If CRIM 462-15 is approved, CRIM 360-6 will be discontinued effective 1 September, 1978; CRIM 460-6 and CRIM 465-6 will be discontinued effective 1 January, 1980. The decision to change the format of the practicum course has been taken largely in response to the institutions and agencies which accept students for placement. Members of SCUS were convinced that the block practicum would, in fact, be a more viable alternative.

Recent consideration of the Math practicum courses and of Co-operative Education has caused the Board of Governors to request an analysis of the principles underlying practicum courses and particularly the credit granted, the fees charged and the scale of supervision provided. An analysis prepared by D. Birch for the Board is attached to these papers. SCUS observed that the proposed Criminology Field Practice semester falls between the two types of practicum outlined in that memorandum, in that full credit is granted and full fees charged even though the scale of University supervision is quite modest. This requires that the supervising professional in the institution or agency in which the student is placed takes major responsibility for the assessment of performance. After some discussion of this issue it was decided to recommend approval on the grounds that the proposed field

practice course merely consolidates three existing courses and does not change the mode of operation insofar as placement and supervision are concerned.

MOTION 2:

That the proposed new course CRIM 369-4 (Professional Ethics and Interpersonal Skills in Criminal Justice), as set forth in S.78-75, be approved and recommended to the Board for approval.

NOTE - SCUS was informed that, because ethical issues most often arise in dealing with people, this course represented an attempt to examine those issues in the context of developing the concepts and skills required for communication, interaction and intervention.

Successful completion of this course is a prerequisite for CRIM 462-15 (Field Practice) but does not guarantee admission to CRIM 462-15.

SCUS approved waiver of the time lag requirement to permit first offering of CRIM 462 in the Spring semester 79-1 and to permit first offering of CRIM 369 in the Fall semester 78-3.

Finally, it was noted that field practice would no longer be mandatory for successful completion of a Major or Honours in Criminology but will rather provide students with the option of obtaining experience related to their fields of study.



DRB/tb

D. R. Birch

NOTE: With approval of CRIM 369-4 and when it is first offered CRIM 469-3 will be discontinued.

## MEMORANDUM

To..... Mr. Harry Evans,  
..... Registrar and Secretary of SCUS.  
Subject.....

From T.W. Calvert, Dean, Faculty of  
Interdisciplinary Studies.  
Date 2nd May, 1978

CRIM 462-15 and CRIM 369-4, Professional Ethics and Interpersonal Skills in Criminal Justice were approved today by the Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee. Would you please place them on the agenda of SCUS meeting for May 9.

We request a waiver of Senate rules in order that CRIM 462-15 may be offered in 79-1 and CRIM 369-4 may be offered in 78-3.

JB/et

Enclosures

  
Thomas W. Calvert

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Registrar's Note:

The basic changes proposed are as follows:

- (1) Replace CRIM 469-3 by CRIM 369-4, to be a prerequisite to Field Practice as before
- (2) Replace the Field Practice components  
CRIM 360-6 - Field Practice I  
CRIM 460-6 - Field Practice II  
CRIM 465-6 - Field Practice III  
by CRIM 462-15, a single block practicum
- (3) Make Field Practice optional rather than compulsory
- (4) Make editorial changes as appropriate.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To (see distribution below)

From E.A. Fattah, Chairman  
Criminology Department

Subject COURSE PROPOSALS: CRIM 462-15 AND  
CRIM 369-4

Date May 2, 1978

Enclosed please find modified course proposals for CRIM 462 "Field Practice" and CRIM 369 "Professional Ethics". As you will see from the attached material, the Department of Criminology is proposing substantial change to its field practice component, based on the recommendations of the Department's Field Practice Planning and Coordination Committee.

I would certainly appreciate it if the course proposals are brought before the Faculty Undergraduate Curriculum Committee at as early a date as possible. I would be more than willing to attend the meeting, and to answer any questions the members of the Committee might have regarding this proposal.

I wish to thank you in advance for the attention you will give to this matter.

*Ezzat A. Fattah*

E.A. Fattah

ATTS.

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CC: Dr. T. Calvert, Dean, Faculty of Interdisciplinary Studies

Dr. S. Verdun-Jones, Chairman, Departmental Undergraduate Curriculum Committee

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: CRIMINOLOGY

Abbreviation Code: CRIM Course Number: 462 Credit Hours: 15 Vector: \_\_\_\_\_

Title of Course: FIELD PRACTICE

Calendar Description of Course: Supervised criminological work practice in selected agencies or institutions. Regular individual meetings with faculty sponsor and written reports required. Also required are regular feedback seminar-type discussions, based on experience acquired and problems encountered in the field.

Nature of Course: Five days a week for 13 weeks, any semester after completing 60 credit

Prerequisites (or special instructions): Applicants must be formal Criminology majors or honors students, and must be registered in or have completed CRIM 369-4. Prior approval of the Department required. Students with credit for CRIM 360, CRIM 460, CRIM 465 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: Crim 360-6 - this will be deleted effective Sept. 1st, 1978, Crim 460-6, Crim 465-6 - these will be deleted effective January 1, 1980.

2. Scheduling

How frequently will the course be offered? Every semester

Semester in which the course will first be offered? Spring 1979

Which of your present faculty would be available to make the proposed offering possible? A. Keltner, C. Griffiths, D. Buckley

3. Objectives of the Course

To provide the student with an opportunity to apply academic training in practical situations, to relate theory to practice, and to develop a link between theoretical and applied criminology.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	}	NONE
Staff		
Library		
Audio Visual		
Space		
Equipment		

5. Approval

Date: May 2, 1978

2 May 78

May 9/78

Ezzel A. Juttner  
Department Chairman

J.W. Bolger  
Dean

David R. Birch  
Chairman, SCUS

Modification of Field Practice Component - Criminology Program:  
Introduction of Criminology 462-15

INTRODUCTION

The purpose of this document is to indicate the problems which are currently facing the Criminology Field Practice components (Crim 360, 460 and 465), and to outline an alternative Field Practice component which is based upon the cornerstone of optional block placements. The present system has been in operation for close to two years and we have had the opportunity to observe at least one complete practicum cycle. It is becoming increasingly evident to the various parties involved in this program that major revisions are required in the near future.

The Field Practice component currently finds itself in the situation of increasing student enrolments, lack of student interest and motivation, increasing dissatisfaction among criminal justice agency personnel, and in the position of "begging" for field placements for students. From an initial enrolment of 17 students at its inception, the practicum component has grown to over 80 students this semester with a projected enrolment of over 150 students for the Fall, 1978. The problems which Field Practice is having have implications for the quality of the education which our undergraduates are receiving as well as for the faculty and the Department of Criminology as a whole.

The ideas which are presented below have evolved through extensive discussions with various groups and individuals. The Field Practice Committee have sought out the opinions of criminal justice agency personnel, Criminology undergraduates currently participating in the program, and faculty members of various academic departments in Canada and the United States who are currently involved in Field Practice operations.

THE PRESENT FIELD PRACTICE COMPONENT

The philosophy of the Field Practice component and its role in the undergraduate curriculum is a valid one. It is essential that students receive not only the best instruction in the field of criminology in the academic, classroom setting, but it is equally important that they have the opportunities available for them to apply what they have learned in

a practical setting as well as to observe first hand the system which they have been studying.

As presently constituted, all Criminology majors must complete a series of three semesters of field work practicums (Crim 360, 460 and 465) in their final three semesters of study. Successful completion of the Field Practice component is thus a prerequisite for graduating with a B.A., majoring in Criminology. Each practicum consists of 23 in-agency days, with the students going into the field on Thursdays and Fridays of each week during the semester. For their participation in the Field Practice, students are given six credits per semester for a total of eighteen credit hours. Included in this course is the requirement that the students participate in several feedback seminar-type discussions which are presided over by the Field Practice Coordinator and a Faculty member. Grades for the field work practicum are based upon student participation in field work, feedback sessions, the students' interim reports, and upon an evaluation of the students' performance by the supervising agency personnel.

The major problems with this mandatory, three semester, two days per week practicum are as follows:

1. Increasing student enrolment. The number of criminology undergraduates has been increasing steadily in recent semesters and this trend is expected to continue. Since the participation of the student in the Field Practice component is mandatory, the number of field placement required each semester has also increased steadily. With the present requirement of three semesters in the field per student, the most pressing problem at the present time is the insufficient number of field placements available to meet this growing demand.

At the present time, the department finds itself competing with an increasing number of students from other academic programs in the lower mainland for a diminishing number of placements. Such a situation forces us to retain placements that are less than satisfactory either due to the particular nature of the agency or the attitude of the personnel in it. This situation is also leading to a high "burnout" rate among those criminal justice agency personnel who have agreed to participate in our program. In a 23 day practicum, there is barely time to "train" a student before they leave to take another placement. Since the number of students

is increasing faster than the creation of new placements, we are forced to use all of our placements every semester, rather than being able to give agency supervisors a breather for a semester or two. This not only has implications for the relationships with the agency, but also for the quality of the field practice experience which the student has. For students to become immersed in an agency and thus begin to understand the complex patterns of interaction which occur within it, more time is required than one or two days a week. With only a short time in the agency, students are unable to gain more than a glimpse into the operations and interactions within it. This makes it difficult for them to apply what they have learned in the classroom to what they are experiencing in the field. Also, students are unable to apply many of the skills they have learned in the classroom as agency personnel are reluctant to assign students meaningful tasks since they are in the agency for such a short period of time.

Rather than being in a situation of begging for placements each semester, the department must move to one in which there is a sufficient benefit to the agencies such that they approach the department to participate in the program. This will allow the department to select and develop better placements while at the same time dropping those placements which are less acceptable. At the present time, such a choice does not exist.

It is important to stress at this point that the whole block practicum idea opens up a wealth of exciting placements outside the lower mainland area. For example, in discussions with various probation officers in Northern B.C., a strong interest was expressed in having students placed on a full semester basis. Similarly, Ken Bogas, B.C. Corrections Staff Development, stated that the department's block practicum proposal would fit in perfectly with the hiring of students by the Corrections Branch for W.I.G. funded Corrections projects. Furthermore, the Justice Council Coordination Branch has already expressed an interest in acting as regional coordinators for our department in the development of out of town placements within the province of British Columbia.

In reviewing the placements made in previous semesters, it is possible to identify a significant number of agencies which have totally withdrawn from participation in the Field Placement Program: National Parole Service

(Vancouver); Canadian Penitentiary Service (Matsqui Institution, Regional Reception Centre); New Westminster Police; Delta Police; Richmond Probation; Burnaby Central Probation; Lower Mainland District R.C.M.P.; Richmond R.C.M.P. The primary reason cited for such withdrawals was the difficulties experienced by the agencies in operating a two day a week placement.

During the Spring '78 semester, the following agencies expressed interest in taking students on block practicums: Canadian Penitentiary Service Regional Headquarters; Matsqui Institution; Mission Institution; William Head Institution; Regional Reception Centre; Regional Psychiatric Centre; various probations offices in Vancouver region, North Fraser Region, South Fraser Region, and Northern Region; Solicitor-General's Department Consultation Centre; Surrey R.C.M.P.; Chilliwack Police; Vancouver Office of the National Parole Service; The Court System in North Fraser Region; Youth Detention Centre; Chilliwack Forest Camps; The B.C. Justice Council Branch. Basically, it would be fair to state that there has not been one agency which, when informed about the fundamental principles of a block practicum system, has indicated opposition to this concept.

It is questioned, and rightfully so, whether students will be excluded from involvement with certain sectors of the Criminal Justice System, for example, the Police. This is not really the case. At the present time, the police administrators are indicating that a two day per week practicum is not a viable option for their purposes. A major factor in shaping such an opinion is the fact that the significant police effort required to maintain a 23 day ride-along program is not being matched by any significant contribution to the detachment or department by the students concerned. With the introduction of the block practicum program, it is envisaged that a much more imaginative use may be made of the students' time and energies. For example, the Surrey R.C.M.P. has proposed that students could be involved in mutually beneficial projects such as surveying local crime trends and drawing the relevant policy implications. The Chilliwack Police have proposed a similar project. Other detachments in the Interior and in Northern B.C. could hire our students as "Summer Constables". In effect, there is a large number of innovative placements which may be developed under the block practicum scheme.

2. Credit for In-Service Experience. Given the nature of the discipline

of Criminology, it is inevitable that we will have students who must take the Field Practice component who have extensive prior experience in the Criminal Justice System. Under current Field Practice guidelines, such students are not given credit for prior work experience and are thus discouraged from taking a major in criminology. The needs of such individuals are different from those of recent high school graduates and the department must account for this in any Field Practice system which is implemented. To the present, the Department has been unable to resolve the issue over whether prior experience in the Criminal Justice System should count for part or all of the Field Practice requirement. This issue is complicated by the realization that merely having been employed in some capacity within the Criminal Justice System may not have been sufficient for the development of a critical perspective of its operations and activities which the Field Practice attempts to achieve. This dilemma would be resolved under the proposed Field Practice plan.

3. Student Motivation. A logical result of making Field Practice mandatory for all Criminology majors is having a number of students who have little or no interest in participating in the practice. While the number is small at the present time, it nevertheless is sufficient to endanger relations with the criminal justice agencies as well as the spirit of Field Practice.

The Committee realizes that the lack of motivation alone is not enough to make major modifications in the Field Practice aspects of the Criminology program. However, we are presently in the position of not being able to afford the loss of any more field placements or to withstand additional sources of strain with the field supervisors. Since the Field Practice component is mandatory, there has been a general reluctance on the part of individual field supervisors to give negative evaluations to students in light of the consequences which would ensue from such an evaluation. The net result of this situation is that we have a number of students who are performing marginally both in their field placements and in the feedback seminars.

If a student is asked to "withdraw" from a mandatory field practicum, he is in essence being asked to withdraw from the Criminology major or honors program. Agencies are understandably reluctant to give students negative evaluations if they know the result of such evaluations will be the student's withdrawal from the whole Criminology program. There is a minimum of five documented

cases in the files of the Field Practice Coordinator which graphically illustrate this problem. Furthermore, if the student is in his/her final semester, the reluctance of the agency to give a negative evaluation becomes even more marked. In such circumstances, the result may well be that inadequate student performance precipitates agency hesitation about future participation in the Field Practice Program. This result has occurred in at least four cases - namely, The Elizabeth Fry Society, Richmond Probation, Vancouver Crisis Centre and Matsqui Institution.

There are a number of students each semester who are not interested in taking a practicum, owing to, for example, extensive previous practical experience, lack of interest in pursuing a specific Criminal Justice career and dissatisfaction with the field placements available at any given time. These students nevertheless wish to take a major in Criminology. If the department persists in maintaining a mandatory Field Practice component, many of these students will apply for the practicum and will in many cases pass the basic screening criteria of the Field Practice Committee. When placed in an agency, such students have often demonstrated a manifest lack of motivation and interest, but have nevertheless performed their tasks in a manner which represents the bare minimum sufficient for satisfactory completion of the placement. Faced with such minimal performance, there are cases on file which indicate that agencies have avoided making negative evaluations in such circumstances and do so explicitly on the basis that such an evaluation would lead to the termination of the student from the whole program. Nevertheless, an inevitable result is that certain of these agencies become understandably reluctant to take future placements. The department must keep in mind that the continuing involvement of agencies in this field work aspect and the reputation of Criminology students as potential employees is directly related to the manner in which students are perceived by agency personnel during their performance of the various tasks associated with their placements. Therefore, we need eager, motivated students in the Field Practice component who are in the field by choice not merely because it is a basic requirement for their B.A., major or honors in Criminology.

4. Scheduling Problems. Inherent in the present field practice system are numerous scheduling problems. Although the department tends to utilize the same agencies each semester, one cannot automatically assume

each agency's ongoing support for involvement in the department's Field Practice system. The agency's commitment to accept a student placement is closely related to the performance of the field work student placed in the agency the previous semester, the availability and willingness of a staff member to supervise the student, the quality of the agency's interaction with the Department of Criminology during the previous semester, and other considerations. As a result, most agencies are hesitant to make any formal commitment to take another field work student until near the end of the semester when all of these factors can be more fully assessed. This delay in obtaining a firm commitment from the agencies necessitates a delay in the remainder of the student placement assignment process. Thus, under the present system, much of the placement process is rushed and is forced to occur during the semester break when students are not generally expected to be readily available. Similarly, the present two day per week placement scheme has seriously disruptive effects upon the scheduling of upper division Criminology classes which must be crammed into three week days rather than five. Furthermore, the present system results in the situation whereby students suffer in two ways: firstly, they are unable to become involved in their field placement to an optimal degree; and secondly, their normal academic course work is disrupted by having to leave campus two days per week and in the reduction in the choice of courses available in other departments at the university which may be offered on Thursdays or Fridays.

5. Field Practice Feedback. The feedback component of Field Practice is an essential ingredient and puts the field experience within a critical, academic context. Under the present arrangement, one faculty member along with the field practice coordinator are responsible for assuring that adequate feedback is received during the semester from both the students and the field supervisors on the progress of the student in his/her placement. This feedback is obtained through interim reports submitted by the students, written evaluations completed by the agency supervisors and conferences between the agency personnel and the field practice coordinator throughout the semester. In addition, students are also required to participate in feedback seminars on campus during the semester. This provides the opportunity for the students to consider their field placement experiences within a critical perspective. To date, there

have been few problems with this component of the practica. The students have complained about the validity of the feedback sessions but it is generally agreed by both faculty and students that such sessions are a critical dimension of Field Practice.

SUMMARY

The previous discussion indicates that there are major problems with the present Field Practice component which cannot be remedied without major modifications. These issues are interrelated to the extent that minor changes will only prolong the difficulties facing it. This realization has led the Field Practice Committee to conclude that a major revision of the system is needed in the near future. The framework for this revised Field Practice follows.

REVISING THE FIELD PRACTICE COMPONENT: A PROPOSAL

The Committee feels that the Field Practice component is a valued and beneficial component of the undergraduate Criminology curriculum and thus should be maintained. However, the problems currently confronting the program are such that minor adjustments will be insufficient. Minor adjustments to the program would include retaining the mandatory requirement while reducing the number of semesters in the field from the present three to two or even one. Such action would do little to remedy the present problems of scheduling, insufficient placements, student interest and motivation, and the quality of the field experience. Therefore, it has been concluded that such minor adjustments should not be considered.

The proposed Field Practice component which will be discussed below would have the following characteristics, each of which will be addressed separately: a) The Field Practice Committee; b) optional and competitive; c) block placements worth 15 credits; d) Pass/Withdraw grading; and e) utilization of out of town and out of province placements.

The Field Practice Committee. Under the proposed system, a new Field Practice Committee would be formed in the Department of Criminology. This committee would be comprised of a faculty member who is Chairman of the Field Practice Committee, the Field Practice Coordinator, two faculty committee members from the department, and a student representative. This committee would be charged with reviewing applications for the Field Practice component, admitting students to it, and handling issues relating to student withdrawal.

Optional Enrolment and Competitive Placements. It is felt that owing to the extent of problems discussed previously, it is no longer feasible to continue the Field Practice component on a mandatory basis. Rather it is felt that the Field Practice component should be made optional and competitive.

Under this proposal, the Field Practice component would be widely advertised to undergraduates in Criminology as a valuable component of their education as well as for their future employment in the criminal justice system. The Field Practice Committee would produce a brochure outlining the major aspects of the Field Practice component to prospective participants who would then have the chance to apply for the component on a competitive basis. It is felt that while the number of students who cannot successfully complete

a practicum is small, the competitive dimension would give both the faculty and the agency a better opportunity to examine the students being placed in the field.

Making the Field Practice component optional and competitive could better regulate the number of students being admitted to the practica each semester, thus solving the problem of having too few placements at any one particular time. At each filing period, a specified number of placements would become available for students to apply for. This would also allow the Department to give certain agencies a much deserved one or two semester break and thus insure that the placement would continue to be available in the future.

While concerns have been expressed that an optional Field Placement component might result in decreased participation by undergraduates, the experience of other field practice operations which are optional does not bear this out. The good student will realize the benefit of a field placement experience, if only for the contacts which it will provide him/her with for permanent employment after graduation. This theme will be addressed later in this document.

Below, the procedures for entry to the Field Practice component and for withdrawal from it are discussed.

a. Entry to the Field Practice Component. Applicants must be formal Criminology majors or honors students and must be registered in or have completed Criminology 369-4. As noted, the Field Practice Committee will screen applicants for the Field Practice component and will establish a list of students who have been granted entry to it. Once this list has been created, personnel from the criminal justice agencies which are participating in the practica will interview the students and select those whom they feel are most suited for the particular positions which they have available. Each student who has been accepted for the Field Practice component will be allowed to apply for three field positions and where necessary take interviews with three different agencies. In certain circumstances, particularly where a large number of students have applied for one particular placement, the agencies may short-list a number of students for interviews and dispense with interviews with other applicants. However, normally agencies will be encouraged to interview all applicants for a particular position.

The proposed system would be designed so that all of the interviews would occur during a 10 day period. Students may not accept more than one placement. It is important to note that the Department of Criminology cannot guarantee every student a field placement, even though he/she has been accepted into the component by the Committee. Agencies which are participating in the practica have the right to refuse to accept students for a field position. It is anticipated, however, that the large majority of students who elect to apply for the component will be accepted by the Committee and that most will be placed with an agency.

The basic criteria to be used by the Field Practice Committee when screening applicants are the following: Declared Criminology major or honors, successful completion of Criminology 369, completion of relevant optional courses (e.g., Introduction to Law Enforcement would be seen as a prerequisite for a law enforcement placement) and scrutiny of the student's application for a particular placement. Students will be encouraged to submit as much relevant information as possible in their applications for specific placements. Applications should include, where appropriate, the student's academic record, past work experience, courses taken which may be relevant to the specific field placement and a succinct statement of reasons why he/she is seeking this particular placement with some reference to future career and/or academic goals. The student's application will be forwarded to the appropriate agencies for their scrutiny. The ultimate decision as to the student's suitability for a specific placement will be made by the agency concerned.

Those students who are denied admission to Field Practice by the Field Practice Committee may be allowed to reapply in the future pending completion of certain requirements as noted by the Committee.

b. Withdrawal from the Field Practice Component. The Field Practice Committee will also be responsible for handling all matters relating to the withdrawal of students from the practicum. Following established University policy, any student may withdraw from the component at any time up to 9 weeks into the semester without penalty. Provision is also made for the student to withdraw after 9 weeks under certain circumstances.

There are several potential situations which might arise which would cause a student to be involved in withdrawal proceedings. If, for some reason, the placement in which the student is participating becomes

unsatisfactory during the course of the semester, every attempt will be made by the Field Practice Committee to secure another placement for the student. In such cases where the agency is at fault and another placement cannot be found due to time constraints or other circumstances, the student will be given first consideration for a placement the following semester. If most of the semester has elapsed (with satisfactory work), full credit will be given to the student for his/her efforts. Such procedures would also apply in those instances where the agency insists that the student terminate his/her placement prematurely, although the Committee feels that the student has been performing satisfactorily. In both types of cases, the Committee will act to insure that the student is prejudiced as little as possible.

In the event that the Committee feels that the student is not performing satisfactorily, he/she will be encouraged to withdraw from the program. A grade of "W" will be assigned only if this occurs after the first 9 weeks of the semester. Once the student has withdrawn upon request, he/she may not re-apply for the Field Practice component.

In exceptional circumstances, the Committee will have the power to temporarily withdraw a student immediately, without prior notice and against the student's wishes. In those instances, the student will be asked formally to withdraw from the placement. Within 10 days of the temporary withdrawal notice, the Committee will make a final decision as to whether the student can remain in the practicum or be permanently withdrawn from it.

Appeal Procedures Relating to (a) Entry to and (b) Withdrawal from the Field Practice Component. A student who is dissatisfied with the decision of the Field Practice Committee, whether that dissatisfaction relates to admission to or withdrawal from the component, may appeal to the Chairperson of the Department of Criminology. The Chairperson has the authority to request that the Field Practice Committee forward the student's application to the agency (agencies) of his/her choice or to reinstate a temporarily withdrawn student into the component. However, it must be recognized that the Chairperson's overruling of the Field Practice Committee would be an unusual occurrence. If the student is dissatisfied with the decision of the Chairperson of the Department, there is the right of appeal to the Dean of the Faculty, who may overrule the decision of the department only if the student can present new evidence relating to the case. This appeal procedure is based on the "Birch" Committee's proposals relating to grading practices which

was circulated in the fall of 1977.

One-Semester Block Placement. Under the proposed system, the only type of field placement which would be available would be of the block type. "Block" placements are those which require the student to be in the field full-time, five days per week for the whole semester, rather than the current situation of two days per week. Students would be allowed to compete for and accept only one block placement. Full-time participation by the students in the field placements is strongly supported by the personnel in the criminal justice agencies and would increase the quality of the students' field experience.

Credits. It is understood that there is no uniform university policy as to whether students should be awarded credits for practicums. The original proposal which Senate approved when the Criminology program was originally established included three field practicums and three feedback courses which carried 18 credits all together. The present proposal basically continues the original arrangement in relation to the awarding of credits for successful completion of the Field Practice component. In effect, the present proposal merely reduces the number of credits which may be earned for successful completion of the practicum from 18 to 15.

It should be noted that the students enrolled in the Field Practice component are required to complete a number of academic requirements such as papers, reports, occasional seminars, etc. This clearly indicates that successful completion of the practicum requires a good deal more than mere "experience" within an agency. The student is actively encouraged to relate theory to practice and, as is the case with the present system, the block placement proposal permits the student to earn the equivalent of a full semester's credit, that is, 15 credit hours.

Grading. The proposed method would be to apply the Pass/Withdraw system of grading currently being used in the Field Practice components. The student's final grade would be based upon exactly the same criteria which are being employed at present, ie. participation in feedback seminars, written interim reports which address field issues within the context of the appropriate academic literature, joint discussions between the student, field supervisor and field practice coordinator, and from written evaluations submitted by the agency supervisor assessing the student's performance in the field.

Expansion of Field Placements. As noted earlier, one of the first

priorities of the Field Practice component should be to increase the number of quality placements available to the students. Once the component has moved to an optional basis, it will be possible to proceed with developing positions in the Lower Mainland as well as in other locations throughout the province and Canada. Discussions with individuals involved in the field practice programs at the University of Ottawa and at Florida State University revealed that both of them make extensive use of out-of-area placements. Since it is unlikely that the Department of Criminology will be able to secure sufficient monies to support financially those students wishing to take out-of-area positions, this aspect should be developed initially utilizing students who can secure accommodations in these areas at their own expense, i.e., live at their homes or with friends or relatives. Other field practice systems in the United States and Canada have been extremely successful in utilizing these types of placements. In fact, the University of Waterloo and the University of Ottawa have placements in the Province of British Columbia.

Basically, the feedback aspect of field practice will remain the same for students with placements within easy driving distance: ie. meetings between the student, coordinator of field practice and the agency field supervisor, regular seminars at the university and the student's monthly feedback reports. For out-of-town placements, the students will be responsible for the monthly feedback reports, participation in either a joint meeting with the supervisor and coordinator of field practice or telephone discussions, and for a final written paper based on their reading and practical experience during that semester. If possible, a final meeting/seminar would be scheduled at the end of the semester back at the university. Students would be advised of all feedback requirements for each placement prior to applying for it.

Criminology 369. Professional Ethics. As detailed above, under the proposed optional Field Practice component, students would be required to complete several required courses prior to consideration for admission to practicum work. It was felt that at least one of these mandatory courses should cover issues relating to professional ethics and interpersonal skills. At the present time, there are deficiencies in both of these areas. While the students are required to take Professional Ethics (CRIM 469), they often do so after having become involved in Field Practice. The increasing concern with issues of confidentiality and other matters

by field personnel makes it essential that students be well versed in these areas prior to their field placement.

Additional problems also exist with CRIM 469 as it is presently offered. The general consensus of the faculty who have taught the course in the past as well as of the individual currently teaching it is that Professional Ethics 469 should be modified in content to include additional materials such as interpersonal skills. The need for one or more required courses which teach the students techniques they can utilize once in the field has become quite apparent. Both field personnel and students contend that under present arrangements, the students do not have counselling and interviewing skills as well as a thorough understanding of basic intervention strategies when they arrive at the agencies to begin their placements. This not only causes frustration for the students, but effectively limits the nature and types of tasks that the student is able to perform in the agency. Such a situation has a profound impact upon the quality of the student's field practice experience.

It is thus clear that mandatory courses which combine materials relating to professional ethics with the teaching of various interpersonal skills are essential for further improvement of the field practice. Dr. Alfred Keltner of the Criminology Department has recently completed a proposed course outline which is a modification of the current Professional Ethics course. Upon review of his outline and proposed course content, it was felt by the department that this proposed course would remedy the current problems in this area. If the proposed optional Field Practice component is approved by Senate, CRIM 369 (Professional Ethics) as modified would be offered for the first time in the Fall semester, 1978.

#### FURTHER CONSIDERATIONS

An important issue which is raised by the introduction of an optional rather than a mandatory Field Practice component is whether completion of a practicum should be a prerequisite for a B.A., major or honors in Criminology. The view of the Criminology Undergraduate Curriculum Committee is that there should be a provision made for those students who do not wish to take a practicum to be able to graduate with a B.A., major or honors in Criminology.

It is envisaged that the vast majority of students in the Criminology program will take the practicum. In an era of marked unemployment, there

are most pressing reasons why students should consider the types of qualification required by potential employers in the Criminal Justice System. At present, practical experience in criminal justice is an absolutely vital qualification which criminal justice agencies are emphasizing in explaining their recruitment policies. No doubt, students will readily appreciate the advantages which flow from the indication on their transcript that they have successfully completed a criminal justice practicum.

Nevertheless, there are a limited number of students who do not wish to take a practicum. As indicated earlier in this document, there are a number of students who have extensive job experience within the criminal justice system who have deliberately chosen to undertake a university degree program so as to relate their practical experience to criminological theory. Indications are that many among this group of students have decided to discontinue their major in Criminology not because they do not wish to graduate with a B.A., major in Criminology but either because they do not wish to enrol in a student practicum in view of their previous related work experience or because their employers will not release them for the extensive period of time required to complete practicum requirements.

In addition, there are a number of students who have no intention whatsoever of seeking employment within the criminal justice system, but who nevertheless wish to major or honor in Criminology. The Departmental Undergraduate Curriculum Committee feels that such students should be permitted to graduate in Criminology without completing a Field Practice requirement. There are a number of university programs such as law, architecture, etc. which are clearly identified as professional programs but which nevertheless permit students to graduate without clinical or practical training in the discipline concerned. Naturally, those students who graduate without such training cannot expect to be given special consideration by employers within the applied field. But this would be a choice which these students would make voluntarily.

Furthermore, it is important to note that the opportunity to graduate without taking a field practicum does not mean that such students are deprived of knowledge about practical aspects of criminology and the criminal justice system. For example, many criminology courses by their very nature assume a close relationship between theory and practice. This is particularly true of many upper division courses. Similarly, many

criminology instructors involve criminal justice professional in various aspects of their courses. Finally, there is no reason why such students may not gain an insight into "practical" problems by means of field visits to various agencies of the justice system. In fact, such visits are arranged as part of the number of courses in the present Criminology program; for example, CRIM 131 - Introduction to the Criminal Justice System - provides opportunities for students to visit a number of penitentiaries in the Lower Mainland region.

In sum, there is no reason why a professional program should be described as being "theoretical" merely because no provision is made for a mandatory practicum.

It should be noted that although there is no uniform student opinion on the proposal, students have been consulted at every stage of the proposal's development. This has been accomplished through student representatives on the Field Practice Committee and Undergraduate Curriculum Committee and through information provided by faculty members at student union meetings. Furthermore, the proposal has been approved in principle by the Faculty of the Department of Criminology, and in detail by the Departmental Undergraduate Curriculum Committee and Field Practice Committee.

Interim Arrangements. It is proposed that the first block practicum would be available in the Spring Semester, 1979. Those students who are already enrolled in Field Practice either during or before the Summer Semester, 1978 will continue to complete the requirements for Field Practice under the existing system. In other words, such students will complete three two-day per week practicums together with the presently existing Feedback seminars. However, it would appear to be a reasonable requirement that such students should complete their three practicums by no later than December, 1979.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: CRIMINOLOGY

Abbreviation Code: CRIM Course Number: 369 Credit Hours: 4 Vector: 2-0-3

Title of Course: PROFESSIONAL ETHICS AND INTERPERSONAL SKILLS IN CRIMINAL JUSTICE

Calendar Description of Course: Immediate ethical issues confronting the professional in the criminal justice system are examined. Such concerns include privileged communications and confidentiality in field and research situations; the conflict between the professional's duty to protect society and his duty to his client; ethics of decision-making; research ethics; situation ethics; professional ethical codes and legal constraints on professional conduct. Different modes of personal interaction in selected parts of the criminal justice system are examined and taught. Mixed problems of skill and ethics are explored in controlled laboratory settings. Students having completed CRIM 469 cannot take CRIM 369 for further credit.

Nature of Course A two-hour lecture and a three-hour lab weekly.

Prerequisites (or special instructions):

Reserved for Criminology majors, minors and honors. Successful completion of this course is a prerequisite for CRIM 462-15 (Field Practice). Completion of this course does not guarantee admission to Field Practice. Students with credit for CRIM 469-3 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: CRIM 469-3

2. Scheduling

How frequently will the course be offered? Every semester

Semester in which the course will first be offered? Fall 1978

Which of your present faculty would be available to make the proposed offering possible? A. Keltner, D. Buckley

3. Objectives of the Course: 1. To allow the students to isolate and recognize the nature and importance of ethical pitfalls and the ethical decisions in this profession; 2. To develop an understanding as to what constitutes ethically appropriate and inappropriate conduct in the field according to professional, social, and personal norms; 3. To familiarize the students with the extent and limits of personal responsibility in their professional interaction with colleagues and clients; 4. To identify basic institutionalized conflict among individual goals and those of an empowered administration and its officers; 5. To acquire a broad range of basic skills for appropriate communication, interaction, and intervention with others in the system, with special emphasis on the personal intervention with the accused, convicted and incarcerated.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff 1 Additional Teaching Assistant per semester.

Library None

Audio Visual

Space None

Equipment None

5. Approval

Date: May 2, 1978

2 May 78

May 9/78

[Signature]  
Department Chairman

[Signature]  
Dean

[Signature]  
Chairman, SCUS

## Criminology 369-4

Professional Ethics and Interpersonal Skills in Criminal JusticeRationale for a modification in the current 469:

Criminology 469, Professional Ethics, is currently required as a pre-requisite or co-requisite of the first field practice course, CRIM 360. Experience gleaned from five semester's teaching of the course suggest that a modification of course format, together with the inclusion of some additional objectives and substantive materials related to specific skills useful to students preparing for the field practice experience, will make the course better serve its original pedagogical purposes.

(a) Problems with the Course as Currently Structured:

The Professional Criminologist, as such, is an extremely rare creature and has no developed code of ethics. No code of ethics has been adopted by any of the principal criminological organizations in North America (e.g., Canadian Criminology and Corrections Association, American Society of Criminology, Canadian Association of Professional Criminologists, Academy of Criminal Justice Sciences) nor by the principal international association, the International Society of Criminology. Indeed, few criminologists work as criminologists, but most work in specific criminological subdisciplines as policemen, lawyers, judges, probation officers, correctional officers, correctional psychologists, etc. Thus, ethical problems tend to occur in situation specific settings to which some general ethical and legal rules apply and to which, in addition, a number of specific disciplinary ethical codes also apply. The student, then, needs to be familiar with some general ethical choice principles and with a series of specific professional canons and codes of professional ethics touching on such questions as client privilege, the right to privacy, impartiality and objectivity, duty to client and to society, and the like. In addition, the student needs some training in the recognition of ethical problems in criminological settings.

The course as currently structured is abstract and, if such a statement may be made about an ethics course, tends towards treating professional ethics as a problem in positive analysis.

It is the clear consensus of all of our faculty who have taught CRIM 469 to date that the current format is not equipping students to recognize and deal with real-situation ethical problems. It is clearly agreed that professional ethics could be better taught through a course which linked ethical choice exercises to skill training and role simulation exercises.

(b) Additional Needs of Students Entering Field Practice:

Our experience over the first two year's operation of the field practicum program has produced a clear need assessment from both students in the program and from field agency supervisors: interpersonal skills training before the student enters the field. Such preparation, it is agreed, would save substantial amounts of time now devoted individually, during the field placement, to such training by supervisors and would significantly accelerate the entry of students into responsible field activities, thus enhancing

the learning aspect of the practicum.

It is believed that a reorganization of CRIM 469 so as to cover ethical issues in the process of teaching and experimenting with a variety of interpersonal skills of the sort students and field supervisors have indicated to be significantly useful would serve both purposes: that of teaching professional ethics in a meaningful way and that of preparing students to take maximum advantage of the field learning opportunity.

The following proposed outline for a Reorganized CRIM 369-4 attempts to meet these articulated needs. There is no overlap of substantive content or academic function between this proposed course and some related courses in Criminology (specifically CRIM 340, CRIM 341, CRIM 441). This course does not overlap or conflict with two related courses in Psychology (specifically, Psychology 371 and Psychology 372). The above courses examine the academic and theoretical justifications for various techniques of counselling and therapy in general or in the specialized criminal justice setting. CRIM 369-4, as proposed, trains the student in the use of specific techniques as a vehicle to examination of problems in professional ethics. This course thus complements rather than conflicts with the above related courses:

## Criminology 369-4

Professional Ethics and Interpersonal Skills in Criminal JusticeCALENDAR DESCRIPTION OF COURSE:

Immediate ethical issues confronting the professional in the criminal justice system are examined. Such concerns include privileged communications and confidentiality in field and research situations; the conflict between the professional's duty to protect society and his duty to his client; ethics of decision-making; research ethics; situation ethics; professional ethical codes and legal constraints on professional conduct. Different modes of personal interaction in selected parts of the criminal justice system are examined and taught. Mixed problems of skill and ethics are explored in controlled laboratory settings.

PRE-REQUISITES:

This course is limited to criminology majors, criminology minors and criminology honors students.

Successful completion of this course is a pre-requisite to CRIM 462-15 (Field Practice). Completion of this course does not guarantee admission to field practice.

FORMAT: A two-hour lecture and a three-hour laboratory weekly.

OBJECTIVES OF THE COURSE:

1. To allow the students to isolate and recognize the nature and importance of ethical pitfalls and the ethical decisions in this profession.
2. To develop an understanding as to what constitutes ethically appropriate and inappropriate conduct in the field according to professional, social, and personal norms.
3. To familiarize the students with the extent and limits of personal responsibility in their professional interaction with colleagues and clients.
4. To identify basic institutionalized conflict among individual goals and those of an empowered administration and its officers.
5. To acquire a broad range of basic skills for appropriate communication, interaction, and intervention with others in the system with special emphasis on the personal intervention with the accused, convicted, and incarcerated.

COURSE REQUIREMENT:

- (i) Paper.....60
- (ii) Lab participation.....40
- (iii) Satisfactory completion of participatory requirements.

TENTATIVE COURSE OUTLINE:

This upper division course is designed to provide students entering the field with guidelines of professional ethics and with some basic professional skills. The training of students will proceed via modeling and audio-visual feedback of role playing and rehearsal. Principles of successive approximation, component training, and attention to the problems of individual students of affect expression and conduct (eg. excessive anxiety, self-confidence, client centered attention, self assertion, etc.) are isolated and targeted. The prerequisite of professional honesty and continuous self-observation and modification will be emphasized.

I. Ethical Concerns are Examined with Examples from the Field Regarding:

1. Privileged communication and confidentiality; personal and legal restraints. The consent of clients and incarcerated offenders to psychological treatment, and the need to protect his free choice. The effects of psychiatric and psychological labelling on clients and offenders. Ethical concerns in the special case of sexual offenders and recent legislation relating to this.
2. The conflict of the professional's responsibilities to protect both society and the rights of his/her client. Ethical problems of professional examination, therapy, and participation in research.
3. The necessary antecedent conditions to research activities in the criminal justice system. Property of research data and government control. Ethical issues of publication vs. professional integrity.
4. Different criteria of decision making and their effect on administrators, the professionals, offenders, and victims in the criminal justice system. Some system analysis notions and the criminal justice system. Conflicting goals, means, political expediency, and professional efficacy in the criminal justice system.
5. Access to personal information. The right to information for both offenders and professionals. Real and actual limits. Recent legislation and its impact upon individuals in the system. Use and abuse of personal information.
6. Personal limits in ethical decisions.

II. Training of Basic Interpersonal Skills Relevant in the Field

1. Basic acts: shaping of appropriate eye contact, voice volume, speech, delivery, vocabulary.
2. Appropriate effect: expression of emotion with respect to intensity, time, place, and audience.
3. Anxiety management for self, other professionals and clients.

4. Basic contingency management for self, other professionals and clients.
5. Directive and non-directive modes of personal interaction and counsel.
6. The shaping of appropriate assertive behavior for self, other professionals and clients.
7. Effective observation and recording skills: interviewing structure, physical setting and technical aids appropriate for various subjects and conditions.
8. Do's and Don'ts of professional conduct vis-a-vis (a) other professionals in the field, (b) administrators and their offices, and (c) clients, offenders and the incarcerated.

SAMPLE READINGS:

- EGAN, G. The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating. Brooks, Cole Publishing Co., Monterey, California, 1975.
- WHEELER, H. Beyond the Punitive Society. W.H. Freeman and Co., San Francisco, 1973.
- ELLIS, A. A Guide to Rational Living. Wilshire Book Co., California, 1974.
- DURAND, Y. and A. HURGE. Proposal: Criminologist's Code of Ethics. Canadian Association of Professional Criminologists, Ottawa, September 1975 (Mimeo).
- CANADIAN BAR ASSOCIATION. Canons of Legal Ethics.
- MICHAEL, J.J. Casebook on Ethical Standards of Psychologists. American Psychological Association, 1967.
- FLETCHER, J.F. Situation Ethics. Westminster Press, Philadelphia, 1966.
- LEUNG, F.L. The Ethics and Scope of Behavior Modification, 1975.
- Selected readings from the systems analysis literature.

How the proposal to amend the Field Practice component would change the Criminology Department's Calendar entry with regard to graduation requirements.

Should the proposal to amend the Field Practice component be approved, the Criminology Department's Calendar entry with regard to the degree requirements would remain essentially the same, with the major change being that the Field Practice courses, CRIM 360, CRIM 368, CRIM 365 and CRIM 369 Professional Ethics would be deleted all the way through the Department's Calendar entry, and any other reference to those three courses removed. The Field Practice course CRIM 360 would be replaced by CRIM 462-15 and then by appear in the Calendar, however with this credit value increased to 15. The asterisks appearing next to the course CRIM 360 (now to show as CRIM 462) would be removed, since field practice would no longer be a required course.

It should be noted that the current Undergraduate Calendar, the 1977-78 edition, is no longer correct with regard to the Criminology Department's Field Practice component, as changes were approved by Senate last year, but not in time to appear in the 1977-78 Calendar. The 1978-79 Calendar will show that the three Field Practice Feedback courses (CRIM 361-1, 361-2 and 361-3) were removed, after having been incorporated into the three Field Practice courses, and the credit value of the three Field Practice courses was increased from 5 credits to 6 credits.

The Upper Division requirements for a major in Criminology (p. 297 of the current Calendar) will remain the same in that students will still be required to complete a minimum of 48 credit hours in courses numbered 300 and above, of which at least 36 credit hours must be in upper division Criminology (Group A). The remainder will be taken from Group A and/or Group B.

The Upper Division requirements for an honors in Criminology (p. 299 of the current Calendar) will also remain the same in that students will still be required to complete a minimum of 72 credit hours, of which at least 60 must be from courses numbered 300 and above. 50 of these must be selected from Criminology courses.

Attached, for your information, is a work-up of the Upper Division requirements for a major or honors in Criminology, should the proposal to amend the Field Practice component be approved.

The field practice course, CRIM 360, would be replaced by CRIM 462 and the new course would appear in the calendar with the credit value increased to 15 (eq. CRIM 462-15).

1 May 1978

## UPPER DIVISION

The program normally includes a minimum of 48 credit hours in courses numbered 300 and above, of which at least 36 credit hours must be in upper division criminology (Group A). These will normally include courses marked with an asterisk. The remainder is normally to be taken from courses listed below in Group B. For any given semester, the Criminology Department might add other relevant courses to those listed in Group B below.

### GROUP A:

#### Criminology

- 302-3 Critical Approach to Crime and Deviance
- 311-3 Criminality of Particular Groups
- 312-3 Criminological Perspectives on Social Problems
- 313-3 Specific Types of Crimes
- \*320-3 Introduction to Criminological Research
- \*330-3 Criminal Procedure and Evidence
- 335-3 Human Rights and Civil Liberties
- 340-3 Techniques of Correctional Practice
- 341-3 Techniques of Criminological Treatment and Social Reintegration I
- 342-3 Dynamics of Interpersonal Relationships
- 350-3 Techniques of Crime Prevention I

#### 369-4 Professional Ethics and Interpersonal Skills in Criminal Justice

- 370-3 Directed Readings
- 410-3 Decision Making in Criminal Justice
- 414-3 Criminal Typologies
- 415-3 Victimology
- 416-3 Current Issues in Criminology and Criminal Justice
- 417-3 Current Issues in Criminology and Criminal Justice
- 418-3 Current Issues in Criminology and Criminal Justice
- 420-3 Techniques of Evaluation and Prediction in Criminology
- 430-3 Judicial Administration and Planning
- 440-3 Correctional Administration and Planning
- 441-4 Techniques of Criminological Treatment and Social Reintegration II
- 450-3 Techniques of Crime Prevention II
- 455-3 Law Enforcement Administration and Planning

#### 402-15 Field Practice

- 470-5 Directed Studies
- 499-8 Honors Thesis

### GROUP B:

#### Sociology and Anthropology

- 300-4 Canadian Social Structure
- 304-4 Social Control
- 310-4 Urban Sociology
- 312-4 Formal Organizations
- 321-4 Social Movements
- 325-4 Political Sociology
- 355-4 Methods of Sociological and Anthropological Research
- 358-4 Philosophy of the Social Sciences
- 362-4 Social Change in Modern Industrial Societies
- 467-4 Culture and Personality

#### Political Science

- 356-3 Public Administration
- 357-3 Public Law
- 422-3 The Canadian Legal System
- 451-3 Public Policy Analysis

### Psychology

- 302-3 Learning
- 304-3 Motivation
- 306-3 Psychological Assessment Procedures
- 310-5 Theory of Measurement
- 319-3 Situation Perception
  
- 349-3 Psychopathology
- 351-3 Child Psychology
- 355-3 Psychology of Adolescence and Youth
- 360-3 Social Psychology
- 370-3 Theories of Personality
- 440-5 Motivation
- 460-5 Social Psychology
- 470-5 Personality

### Computing Science

- 350-3 Information and Public Policy
- 354-3 Information Organization and Retrieval
- 360-3 Computation for Statistical Data Processing
- 370-3 Management and Information Systems I

### Communication Studies

- 320-5 Communication Processes and Interpersonal Behavior I
- 420-5 Communication Processes and Interpersonal Behavior II

### Commerce

- 337-3 Data Processing in Business
- 371-3 Organizational Theory
- 387-3 Personnel Management

### Mathematics

- 305-4 Statistical Analysis of Sample Surveys  
(Note: The prerequisites for MATH 305 are two courses in probability or statistics, one of which may be taken concurrently; e.g. MATH 101-3, 302-3; PSYC 210-3; ECON 332-3, 333-3; MATH 371-3, 489-4.)

## Honors in Criminology

Students who wish to undertake honors work in Criminology should apply to the department chairperson.

Students in the honors program must complete a minimum of 132 semester hours (see requirements following, and Section 1.3).

### Lower DIVISION

The lower division requirements are the same as those for a major in Criminology.

### Upper DIVISION

The program includes a minimum of 72 credit hours, of which at least 60 must be from courses numbered 300 and above. Fifty of these must be selected from Criminology courses.

Normally, students will be required to take CRIM 470-5 (Directed Studies) and CRIM 499-8 (Honors Thesis).

Honors students will be required to maintain an overall cumulative grade point average of not less than 3.0.

## Minor in Criminology

Students wishing to minor in Criminology must obtain credit for CRIM 101, CRIM 131 and at least 18 other credit hours in Criminology courses numbered 300 and above.

## Combined Programs

Criminology can be taken jointly with psychology or sociology in an ideal combination. However, it can also be combined with many other disciplines offered at the University. Students wishing to undertake combined programs with other University departments should consult the departmental adviser.

## Different Possible Study Plans

The following are different possible study plans. They are designed to enable criminology majors and honors who are particularly interested in one of the various fields of applied criminology to develop and pursue that interest through an individual study plan and a sequence of upper level courses.

### Plan A

Suggested upper division courses for students in criminology with emphasis on corrections (treatment).

#### Required

- CRIM 320-3 Introduction to Criminological Research  
330-3 Criminal Procedure and Evidence

#### Electives to Choose from

- CRIM 311-3 Criminality of Particular Groups  
312-3 Criminological Perspectives on Social Problems  
335-3 Human Rights and Civil Liberties  
340-3 Techniques of Correctional Practice  
341-3 Techniques of Criminological Treatment and Social Reintegration I  
342-3 Dynamics of Interpersonal Relationships  
369-4 Professional Ethics and Interpersonal Skills in Criminal Justice  
410-3 Decision Making and Criminal Justice  
414-3 Criminal Typologies  
420-3 Techniques of Evaluation and Prediction in Criminology  
441-4 Techniques of Criminological Treatment and Social Reintegration II

462-15 Field Practice

#### Other

- SA 467-4 Culture and Personality  
SA 502-3 Learning  
PSYC 304-3 Motivation  
306-3 Psychological Assessment Procedures  
330-3 Situation Perception  
343-3 Psychopathology  
351-3 Child Psychology  
355-3 Psychology of Adolescence  
370-3 Theories of Personality  
440-3 Motivation  
470-3 Personality

### Plan B

#### division

Suggested upper courses for students in criminology with emphasis on corrections (administration).

#### Required

- CRIM 320-3 Introduction to Criminological Research  
330-3 Criminal Procedure and Evidence

#### Electives to Choose from

- CRIM 311-3 Criminality of Particular Groups  
335-3 Human Rights and Civil Liberties  
340-3 Techniques of Correctional Practice  
341-3 Techniques of Criminological Treatment and Social Reintegration I  
342-3 Dynamics of Interpersonal Relationships  
369-4 Professional Ethics and Interpersonal Skills in Criminal Justice  
410-3 Decision Making and Criminal Justice  
414-3 Criminal Typologies  
420-3 Techniques of Evaluation and Prediction in Criminology  
441-4 Techniques of Criminological Treatment and Social Reintegration II  
462-15 Field Practice

#### Other

- SA 312-4 Formal Organizations  
PSOL 356-3 Public Administration  
451-3 Public Policy Analysis  
COMM 377-3 Data Processing in Business  
371-3 Organizational Theory  
357-3 Personnel Management

**PLAN F**

**division**

Some stated above and others in **division** courses for a degree in Criminal Justice  
 Some courses are Social Studies

**Level Division**

Some of courses in General

**Required**

- CRIM 320-3 Introduction to Criminological Research
- 330-3 Criminal Procedure and Evidence

**Electives to Choose from**

- CRIM 302-3 Critical Approach to Crime and Deviance
- 311-3 Criminality of Particular Groups
- 312-3 Criminological Perspectives on Social Problems
- 313-3 Specific Types of Crimes
- 369-4 Professional Ethics and Interpersonal Skills in Criminal Justice
- 370-3 Directed Readings
- 410-4 Decision Making in Criminal Justice
- 414-3 Criminal Typologies
- 416-3 Current Issues in Criminology and Criminal Justice
- 417-3 Current Issues in Criminology and Criminal Justice
- 418-3 Current Issues in Criminology and Criminal Justice
- 420-3 Techniques of Evaluation and Prediction in Criminology
- 462-15 Field Practice

- 470-5 Directed Studies
- 499-8 Honors Thesis

**Other**

- S.A. 355-4 Methods of Sociological and Anthropological Research
- 358-4 Philosophy of the Social Sciences
- POL 451-3 Public Policy Analysis
- PSYC 306-3 Psychological Assessment Procedures
- 310-5 Theory of Measurement
- COMM 337-3 Data Processing in Business
- CMPT 354-3 Information Organization and Retrieval
- 360-3 Computation for Statistical Data Processing
- 370-3 Management and Information Systems I
- MATH 305-4 Statistical Analysis of Sample Surveys

- CRIM 100-3 Introduction to Criminology
- 101-3 Criminology
- 102-3 Criminology
- 103-3 Criminology
- 104-3 Criminology
- 131-4 Criminology
- 230-3 Criminology

**Some stated courses in General**

- POL 221-3 Introduction to Criminology
- 251-3 Introduction to Criminology
- PSYC 100-3 Statistics
- PHIL 120-3 Epistemology
- 210-3 Epistemology
- 200-3 Epistemology
- 500-1 Law in the Criminal Justice
- CCJS 220-3 Approaches to the Criminal Justice
- PHIL 217-3 Criminal Justice
- 218-5 Criminal Justice

**Required courses in Group B**

- S.A. 150-4 Introduction to Sociology
- 250-4 Individual and Society
- POL 151-3 The Administration of Justice
- PSYC 101-3 Introductory Psychology
- 210-3 Data Analysis in Psychology\*\*
- 301-3 Introduction to Statistics\*\*

\*\* Students must take either PSYC 210 or MATH 101. These courses are required with a grade of C or better.

**Upper Division**

**Required courses in Group A**

- CJMS 335-2 Human Rights and Civil Liberties

**369-4 Professional Ethics and Interpersonal Skills in Criminal Justice**

- 410-3 Decision Making in Criminal Justice
- 430-3 Judicial Administration and Planning

**462-15 Field Practice**

**Required courses in Group A**

- CRIM 320-3 Introduction to Criminological Research
- 323-3 Criminal Procedure and Evidence

**Required courses in Group B**

- S.A. 304-4 Social Control
- 350-3 Public Administration
- 357-3 Public Law
- 422-3 The Canadian Legal System
- 451-3 Public Policy Analysis
- 310-3 Formal Logic
- 410-5 Inductive Logic
- PSYC 301-3 Motivation
- 330-3 Situation Perception
- 340-3 Psychopathology
- 350-3 Social Psychology
- CJMS 393-3 **Criminal Law**

# SIMON FRASER UNIVERSITY

## MEMORANDUM

Dr. E.A. Fattah, Chairman

Criminology Department

From K. McCartney

Secretary to the Dean of Science

Subject COURSE PROPOSALS: CRIM 460-15, 469-3

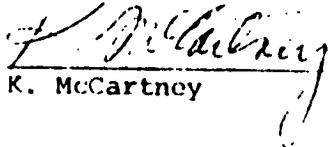
Date 1978 05 3

I respond to your memorandum of 1978 04 25.

The following New Course Proposals have been circulated to the members of the Faculty of Science Undergraduate Curriculum Committee.

- (1) CRIM 460-15 Field Practice
- (2) CRIM 469-3 Professional Ethics and Interpersonal Skills in Criminal Justice

To date, no course overlap has been reported to this Office.

  
K. McCartney

:km