



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:	M, T, W, TH 11:30 TO 12:20		
(c)	Location:	YOUN G 210B		
(d)	Phone:	3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)*

Upon completion of this course the student will be able to:

1. Explain the theoretical, historical, and philosophical underpinnings of various forms of alternative justice.
2. Evaluate the ability of traditional and alternative forms of justice to meet the varying needs of crime victims, offenders, and communities.
3. Demonstrate collaborative conflict resolution (negotiation).
4. Analyze one's own style of managing conflict.

### 3. Required Materials

- Zehr, H. The Little Book of Restorative Justice
- Other required material will be either on reserve or available on line. It is your responsibility to print out the reading and bring to class.

### 4. Course Content and Schedule

*(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

## CLASS SCHEDULE (subject to revision)

### PART I. RESTORATIVE JUSTICE

January 11 <sup>th</sup> – Tuesday	Introduction and Overview
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Agenda for this Class:

- CJ Diploma Outcomes
- What is justice? What is conflict resolution?
- Who do you want to make the world safe for?
- What forces shape our behavior such that we do the right thing most of the time?

January 13<sup>th</sup> – Thursday

Starting to think about Restorative Justice

Preparation for this Class:

1. Read Zehr, pp. 58 to 59;
2. **Assignment.** Examine the 17 points that differentiate retributive and restorative justice in this document  
[http://media.wiley.com/product\\_data/excerpt/18/07879549/0787954918.pdf](http://media.wiley.com/product_data/excerpt/18/07879549/0787954918.pdf)  
and identify where your perspective is on each point. Circle or somehow note your position for each point. You might find that you want to circle both, that you choose only the retributive points or conversely the restorative points, or that you choose a few of each. Bring to class this chart with your positions clearly marked. Write up and bring to class a 200 to 300 word summary (with a topic sentence) of your perspective on justice based on these two paradigms.

Agenda for this Class:

1. Comparing and contrasting restorative and retributive (punishment and rehabilitation) forms of justice.

January 18<sup>th</sup> – Tuesday

Should offender, victim, and community needs inform justice?

Preparation for this Class:

1. Read Zehr, pp. 13 to 18;
2. **Assignment.** After you have read Zehr's coverage of needs, examine this pdf document. Using the group to which you have been assigned (e.g. communities), create a comprehensive list of this group's needs (use Zehr as your starting point). Differentiate needs with respect to the process(es) and to the outcome(s). Bring your written list to class with column one addressing processes and column two addressing outcomes.  
[http://www.justice.gc.ca/eng/pi/rs/rep-rap/2003/rr03\\_2/rr03\\_2.pdf](http://www.justice.gc.ca/eng/pi/rs/rep-rap/2003/rr03_2/rr03_2.pdf)
3. Bring to class this article. You will need to print and download it. McCold, P. (2001) "Toward a Holistic Vision of Restorative Juvenile Justice: A Reply to the Maximalist Model" in Contemporary Juvenile Review, 2000, Vol.3 (4): 357-414. This electronic journal is available through the library.

Agenda for this Class:

- Revisiting the two questions posed to the inner circles in our first class – what are social harms?
- Consumers of Justice: Addressing and meeting the needs of offenders, victims, communities
- Meeting these needs through the retributive (Criminal justice) system of justice

January 20<sup>th</sup> – Thursday

Examples to consider...

Preparation for this Class: None

Agenda for this Class:

- Meeting these needs through the restorative system of justice
- 2 boys and 2 different justice systems

January 25<sup>th</sup> – Tuesday

Must a system of restorative justice necessarily be attached to our existing CJS?

Preparation for this Class:

1. McCold, P. (2001) "Toward a Holistic Vision of Restorative Juvenile Justice: A Reply to the Maximalist Model" in **Contemporary Justice Review, 2000, Vol. 3(4)**, (electronic journal via the library) pp. 357-414;  
**Assignment.** Carefully read "pp. 372 to 378". The author is describing two models of restorative justice (the purist and the maximalist). Create a two column

- compare/contrast analysis on a sheet of paper (typed preferred). Refer back to the comparison of retributive justice with restorative justice in the reading from January 13<sup>th</sup>. In the left column outline the Purist Model, and in the right column outline the Maximalist Model. Bring to class.
2. Preview Marshall's definition of restorative justice (appendix in McCold's article). Bring to class.
  3. Print out (copy/paste?) and bring to class the definitions of restorative justice found on this link:  
<http://www.restorativejustice.org/university-classroom/01introduction/tutorial-introduction-to-restorative-justice/lesson-1-definition/lesson-1-definition>

Agenda for this Class:

- Clarify the differences between the maximalist and purist models of restorative justice
- Definitions and Models – starting with Marshall's definition

January 27 <sup>th</sup> – Thursday	Can a restorative justice system replace our CJS?
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Preparation for this Class:

1. Bring this case study to class. <http://www.rjcity.org/the-project/documents/Case%20Study%2030-10-09.pdf>

Agenda for this Class:

- RJ CITY
- Can we envision a purist model of restorative justice in Canada?

February 1 <sup>st</sup> – Tuesday	Will you feel isolated and defensive if you make this paradigm shift?
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Preparation for this Class:

1. **Assignment.** Van Ness, D.W. and K.H. Strong (2002). "Visions and Patterns: Why Patterns of Thinking Obstruct CJ Reform" Chapter one in RESTORING JUSTICE HV8688V36 2002 pp. 4-6. On reserve . Answer this question on "patterns of thinking." What new ideas are here for me to consider? Why am I willing or not willing to consider them? Bring your written (250 to 500 word) response to class.
2. Bring to class. McCold, P. And T. Wachel (2003) In Pursuit of a Paradigm: A Theory of Restorative Justice (3 pages) <http://www.iirp.org/pdf/paradigm.pdf>
3. **Assignment.** McCold, P. (2001) "Toward a Holistic Vision of Restorative Juvenile Justice: A Reply to the Maximalist Model" in Contemporary Justice Review, 2000, Vol. 3(4),(electronic journal via the library) read only "pp. 358 to 364".
  - a. Carefully examine these pages in McCold's article and then provide definitions / descriptions for the following terms: paradigm, postulate, and proposition.
  - a) Zehr, H. on pp. 32 to 36 refers to a restorative lens (lens is another term for paradigm). Use this material to build on McCold's explanation of a paradigm. I think the wheel on p. 33 provides a useful way of visualizing this paradigm. Also, on p. 38 to 40 he poses the kinds of questions we would ask from this paradigm.
  - b) Zehr refers to principles of restorative justice on 64-69. Use the broad (in bold) headings as examples of the postulates and use the subheadings (italics) as the propositions.

Agenda for this Class:

- Patterns of thinking = our lens = our world view = our judgements = our blinders = our limitations = our paradigms!
- Postulates and Propositions
- A Conceptual Theory

February 3<sup>rd</sup> – Thursday

Restorative Practice Typology

Preparation for this Class:

1. McCold, P. And T. Wachel (2003) In Pursuit of a Paradigm: A Theory of Restorative Justice (3 pages) <http://www.iirp.org/pdf/paradigm.pdf> Read and bring to class.

Agenda for this Class:

- Restorative Practice Typology

February 8<sup>th</sup> – Tuesday  
Water?

Fully Restorative: What happened in Hollow

Preparation for this Class:

1. Barry Stuart “Guiding Principles for Peacemaking Circles” in Restorative Community Justice: Repairing Harm and Transforming Communities. S.G. Bazemore. HV 8688R47 2001. On Reserve. Read pp. 219 to 224.
2. Read and bring to class. Canada. Solicitor General Canada. Aboriginal Corrections Policy Unit. Mapping the Healing Journey. E 98 C87 M377 2002. Pp. 27 to 29;
3. **Assignment.** Canada. Solicitor General Canada. Aboriginal Corrections Policy Unit. The four circles of Hollow Water: Ojibwa Circle, offender circle, victim circle, hollow water circle. E 98 C87 F683 1997. On Reserve. Note: Be sure to read the previous reading (#2) before you read these stories.  
Read Berma Bushie’s Personal Journey (pp. 147 to 157) and Joyce Bushie’s reflections (pp. 184 to 186). What specific needs can you identify in these stories? Make the connections to the restorative justice stakeholders in this community. Write out a 200 to 300 word response and bring to class.

Agenda for this Class:

- Hollow Water

February 10<sup>th</sup> – Thursday  
Conferencing

Fully Restorative: Community and Family Group

Preparation for this Class: None

Agenda for this Class:

- Introduction to Conferencing

February 15<sup>th</sup> – Tuesday  
Conferencing

Fully Restorative: Community and Family Group

Preparation for this Class:

1. **Assignment.** Calgary Community Conferencing  
[http://www.calgarycommunityconferencing.com/about\\_us.asp#a](http://www.calgarycommunityconferencing.com/about_us.asp#a)
  - a) Read the information on this page describing community conferencing.
  - b) Click on the “Calgary community conferencing” emblem on the top left corner of this page. Click on audio-visual. Watch the 3 video clips under the heading of “global television examines community conferencing”. It shows a robbery case in Calgary. Answer this question after watching the clips. If the opportunity arose, what questions would I pose to either of the young offenders?

Agenda for this Class:

- Community Conferencing – Facing the Demons

February 17<sup>th</sup> – Thursday  
Accountability

Mostly Restorative: Circles of Support and

Preparation for this Class:

1. Watch the trailer on this page. <http://www.cosabc.ca/resources.html>
2. Courageous Communities: Circles of Support and Accountability with Individuals Who Have Committed Sexual Offences  
[http://www.iirp.org/iirpWebsites/web/uploads/article\\_pdfs/cosa.pdf](http://www.iirp.org/iirpWebsites/web/uploads/article_pdfs/cosa.pdf)
3. Unleashed by Rev. Harry Nigh  
<http://m2w2.com/wp/wp-content/uploads/2010/11/weavings-charlie-09-3.pdf>

Other Resources:

1. Wilson, R.J., Cortoni, F. And M. Vermani (2007) Circles of Support and Accountability.  
<http://www.csc-scc.gc.ca/text/rsrch/reports/r185/r185-eng.pdf>
2. Correctional Service Canada. (2003) Circles of Support and Accountability. Guide to Project Development **PP. 9-13** <http://www.csc-scc.gc.ca/text/prgrm/chap/circ/proj-guid/index-eng.shtml>

Agenda for this Class:

- CoSa

February 22<sup>nd</sup> – Tuesday

Mostly Restorative: Victim Offender Mediation

Preparation for Class:

1. Hughes, P. & M.J. Mossman (2001) “Re-assessing “Needs” in Relation to Access to Justice” in Re-Thinking Access to Criminal Justice in Canada: A Critical Review of Needs, Responses and Restorative Justice Initiatives. **Pp. 98 - 105** (on victim offender mediation – not VORP)  
[http://www.justice.gc.ca/eng/pi/rs/rep-rap/2003/rr03\\_2/rr03\\_2.pdf](http://www.justice.gc.ca/eng/pi/rs/rep-rap/2003/rr03_2/rr03_2.pdf)
2. Guidelines for Victim sensitive Victim Offender mediation: Read Pp. 1 to 8 (stop after #10)  
[http://www.ojp.usdoj.gov/ovc/publications/infores/restorative\\_justice/96517-gdlines\\_victims-sens/welcome.html](http://www.ojp.usdoj.gov/ovc/publications/infores/restorative_justice/96517-gdlines_victims-sens/welcome.html)

Agenda for this Class:

- Glimmer of Hope

Reminder: Reflection Paper on Conflict Style due March 3<sup>rd</sup>

February 24<sup>th</sup> – Thursday

- NO CLASS – READING BREAK

## PART II. COLLABORATIVE CONFLICT RESOLUTION

March 1<sup>st</sup> – Tuesday

Conflict and Its Resolution

Preparation for Class:

- ✓ Complete your Reflection Paper on your Conflict Style. It is due next class.

Agenda for this Class:

- Understanding Conflict
- Cycle of Conflict

- Causes of Conflict
- Definition of Terms
- A Comparison: Win Lose / Win Win

March 3 <sup>rd</sup> – Thursday	LAB
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Preparation for Class:

- ✓ Be prepared to discuss your conflict style and what you have learned about yourself

Agenda for this Class:

- Discussion and sharing of conflict styles

March 8 <sup>th</sup> – Tuesday	Details of the Model
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Preparation for Class: none

Agenda for this Class:

- Making the Shift from Win Lose to Win Win
- Four Stages to Master!

March 10 <sup>th</sup> – Thursday	LAB – Stage 1
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Preparation for Class: none

Agenda for this Class:

- Stage 1 - Setting a positive environment
- What is a collaborative tone?

March 15 <sup>th</sup> - Tuesday	Stage 2
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Preparation for Class:

- ✓ Review notes on stage 1
- ✓ Read Fisher and Ury “Separate the People from the Problem” (Chapter 2) in Getting to Yes. Negotiating Agreement without Giving In. On Reserve. Pp. 17 to 39.

Agenda for this Class:

- Practice Stage 1 – Setting a Positive Environment
- Stage 2: Clarifying the issues
- How to Frame Issues

March 17 <sup>th</sup> - Thursday	LAB – Stage 2
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Preparation for Class:

- ✓ Review notes on stage 2

Agenda for this Class:

- Practice stage 2 – Clarifying the Issues

March 22 <sup>nd</sup> – Tuesday	Stage 3
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Preparation for Class:

- ✓ Read Fisher and Ury “Focus on Interests, not Positions” (Chapter 3) in Getting to Yes. Negotiating Agreement Without Giving In. On Reserve. Pp. 40 to 55.

Agenda for this Class:

- Stage 3 - Positions to Interests
- Interests and Assumptions

March 24<sup>th</sup> – Thursday LAB – Stage 3

Preparation for Class:

- ✓ Review notes on stage 3

Agenda for this Class:

- Practice Stage 3 – Positions to Interests

March 29<sup>th</sup> – Tuesday PRACTICE STAGES 1, 2, 3 and Start Stage 4

Preparation for Class:

- ✓ Review Stages 1, 2 and 3.
- ✓ Read Fisher and Ury “Invent Options for Mutual Gain” (Chapter 4) in Getting to Yes. Negotiating Agreement Without Giving In. On Reserve. Pp. 56 to 80. Notice the chart on page 68.

Agenda for this Class:

- Lots of practice today!
- Stage 4 - Resolutions

March 31<sup>st</sup> – Thursday LAB – Stage 4

Preparation for Class:

- ✓ Review stage 4 - Resolutions

Agenda for this Class:

- Practice stage 4 – Resolutions

April 5<sup>th</sup> – Tuesday Stage 4 continued and practice all stages

Preparation for Class:

- ✓ Review stage 4 – Resolutions

Agenda for this Class:

- Stage 4 – Forming Agreements
- Practice stage 4 – Forming Agreements
- Practice all 4 stages

April 7<sup>th</sup> – Thursday SET UP THE SKILL DEMONSTRATION

Preparation for Class:

- ✓ Determine who you will be completing the collaborative conflict resolution assignment with

Agenda for this Class:

- Set up the session

April 12<sup>th</sup> – Tuesday

- Out of Class – Complete your Skill Demonstration

April 14<sup>th</sup> – Thursday

- Wrap up and Submit your Skill Demonstration

**5. Basis of Student Assessment (Weighting)**

*(This section should be directly linked to the Intended Learning Outcomes.)*

1. Research Paper – RJ Around the World – 25%
2. Assignments – 35% (5% each)
3. Reflection Paper on your Conflict Style 10%
4. Collaborative Conflict Resolution Skill Demonstration – 25%
5. Engaging with Each other and the Material in class – 5%

### **1. Research Paper – RJ Around the World**

Due: February 22<sup>nd</sup>, 2011 at the start of class. If you will be absent, you will need to submit this assignment via the D2L before the start of class (before 12:30 pm).

Purpose: My purpose in giving you this assignment is to provide you with an opportunity to appreciate the depth and breadth of Restorative Justice practices around the world.

You are writing a descriptive research paper. You will be gathering data that addresses the following:

1. Recent History: Examine the *recent* history of restorative justice in your country. Your history MUST begin NO earlier than the 1970's and end by the turn of the century. a) How did it begin – through the faith community? cjs (police and/or courts and/or corrections)? In an indigenous / aboriginal community? b) was there another country that influenced your country somehow?
2. Current Practices: Examine what the country/state is doing currently (in the 2000's) that is restorative. Address each of the following: a) Purist and/ or maximalist? b) Mostly restorative or fully restorative programs (include examples)? c) National programs or by region (how do these programs vary around the country)?
3. Marketing and promotion: Examine how the country is promoting Restorative Justice internally. a) Do they have conferences or events (who organizes these and where are they held)? Are there post-secondary credentials or training (where and what)? Are there professional organizations?

Which countries to examine? You will be examining one American state; AND Australia OR New Zealand OR Scotland OR England; and one country from anywhere else in the world (except Canada). This is 3 places in total.

Format: cover page using the CJ Writing Reference Manual format, 1" margins, 12 font Arial or Times New Roman, double line spacing; APA style; numbered pages; length will be a 8 to 10 pages excluding cover page and work cited page; Use the full page – start at top line of page and end on bottom line; no spaces between paragraphs and indent your paragraphs.

Work cited: You are free to use only online resources for this paper if you like. Use references local to your country, as opposed to using a Canadian site with a Canadian author writing about a Restorative Justice program in New Zealand. Obviously, one resource per country is not enough for an academic paper.

As you know, it is the quality and quantity of your research that will differentiate an excellent descriptive paper from a mediocre one.

### **2. Assignments.**

1. January 13 – Identifying your Perspective on Justice
  - a. 200 to 300 words
  - b. 12 font/ 1" margins, double spaced      Name on top – no cover page
  - c. Grading – thoroughness, clarity, insightfulness
2. January 18 – Identifying Needs
  - a. Chart with process / outcomes – columns
  - b. Title the chart and columns



- c. Name on top – no cover page
  - d. Grading – format is correct, effort, detail, thoroughness, clarity
3. January 25 – Comparison of purist and maximalist models
- a. Chart with purist / maximalist – columns
  - b. Name on top – no cover page
  - c. Grading – thoroughness, comprehensive, clarity, in your own words (no quotes)
4. February 1<sup>st</sup> – Answer a question
- a. “What new ideas are here for me to consider? Why am I willing or not willing to consider them?”
  - b. 250 to 500 words
  - c. 12 font/ 1” margins, double spaced      Name on top – no cover page
  - d. Grading – reflectiveness, personal insight, quality of your response, degree to which you challenge yourself
5. February 1<sup>st</sup> – Paradigm, Postulate, Proposition
- a. Define and describe each term using McCold’s article as a starting point and then elaborating with Zehr’s information. Put everything into your own words.
  - b. 1 paragraph per term
  - c. 12 font/ 1” margins, double spaced      Name on top – no cover page
  - d. Grading – clarity (convey that you really understand these terms), detail, your voice
6. February 8 – Stakeholders and community needs
- a. 200 to 300 words    Topic sentence
  - b. 12 font/ 1” margins, double spaced      Name on top – no cover page
  - c. Grading – clearly demonstrate that you have read the material! Specifics drawn from the readings, reflect on their needs, quality of insights
7. February 10 – Calgary Community Conferencing - Question
- a. Answer the question – “If the opportunity arose, what two questions would I pose to either of the young offenders?”
  - b. 12 font/ 1” margins, double spaced      Name on top – no cover page
  - c. Two questions minimum
  - d. Grading – specific, reflective, critical or insightful questions that tie directly to the story

**Grading Scale – specific to the grading notations for each assignment**

- Excellent 85 to 100% (average is 93)
- Good 70 to 84% (average is 77.5)
- Okay 60 to 69% (average is 65)
- Needs Improvement 50 to 59% (average is 55)

**Consequences for not being prepared for class:**

I need to have class discussions! In order to do this, as the facilitator, I need you to engage with the material and prepare for our classes. I want to engage with a community of learners. It might be useful for you to think about how you personally affect the learning experiences of your classmates. In other words, if your classmates evaluated you on how you have influenced their learning, how would they grade you? What difference have you made in how they think about the material or understand the material? If you approach each reading with the mindset that you are

teaching yourself something and your classmates something about yourself, you might be surprised at how useful this is for all of us! **Bring all assigned reading materials for each class.**

Any written assignment not done in advance of class and brought to class (this means you need to be in class) means a loss of 2% off your overall grade. This approach contradicts everything I believe about what it means to educate adults and what it means to be an adult learner - adult learners have an intrinsic desire and willingness to engage with and OWN their learning. Those of you who do prepare for class, these penalties should be meaningless. If you are absent for a medical reason (and I must know in advance and there MUST be a doctor's note) you will be exempt.

### **3. Reflection Paper on your Conflict Style**

Details will be forthcoming in the semester. Due March 3, 2011

### **4. Collaborative Conflict Resolution Skill Demonstration**

Details will be forthcoming in April. Due April 14, 2011. Working in pairs, you will be videotaping yourselves resolve a role played conflict. The conflict will be given to you. You will be demonstrating all of your interpersonal skills, as well as the 4 stages of the collaborative conflict resolution model. Be sure to keep practicing those interpersonal skills from CRIM 204!

### **5. Engagement with each other and the material in class**

These should be easy marks. You will need to bring to class the required reading assigned for that class. You will need to bring your body and mind to class and fully engage in the classroom experience with each other (SOLER, encouragers, paraphrases, probes). Your goal is to leave a lasting impression on your classmates that make them think that you know your stuff and you are interested in what they think! See my comments above under consequences for not being prepared for class.

As you know my "issue" with student's disengaging through their electronic devices, assume that I will assume that if you do this, you want to disengage and therefore do not want these 5% marks.

## **ADDITIONAL INSTRUCTIONAL POLICIES**

### **• Written Assignment Requirements**

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

I would strongly suggest that you try to write your research paper and your reflection on conflict style well before they are due (try to have them ready for submission 4 days before they are due – this will give you time to review them and make any last minute alterations).

Reminder on Due Dates and Late Penalties:

- a) Research Paper – RJ Around the World  
Due: February 22<sup>nd</sup> at 12:30 pm (start of class)  
Late Penalty: if received during class time – paper will be graded out of 20%; if received after class, paper will be graded out of 15%;
- b) Seven Assignments  
Due: Start of class  
Late Penalty: loss of 2% off overall course grade
- c) Reflection on Conflict Style  
Due: March 3<sup>rd</sup> at start of class  
Late Penalty: if received during class time – paper will be graded out of 8%; if received after class, paper will be graded out of 5%;
- d) Collaborative Conflict Resolution Skill Demonstration

Due: April 14<sup>th</sup> at 12:30 (note due at start of first lab for all students);  
 Late Penalty: cannot be accepted after due date as this is the last class of semester. If submitted before I leave at 3pm then the assignment will be graded out of 20%.

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

- **Course Completion Requirements**

Students must complete all evaluative requirements (RJ Around the World Research Paper; 7 written assignments; reflection on conflict style paper; and the skill session on collaborative conflict resolution ) to receive a passing grade for the course.

Students failing to complete all the requirements will receive an F grade.

- **Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

- **Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.