



## COURSE OUTLINE: PFP011 - CAN CRIM JUST SYSTEM

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP011: CANADIAN CRIMINAL JUSTICE SYSTEM		
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN		
<b>Department:</b>	C.I.C.E.		
<b>Semesters/Terms:</b>	19F		
<b>Course Description:</b>	This course is designed to introduce the student to the historical, social, cultural, and legal factors necessary for an understanding of how justice is administered in Canada. Topics include: origins of law, order and social control in society, the emergence of dispute settlement mechanisms, the evolution of social legal behaviour with accompanying structures or systems, and applied research methods. The historical, contemporary, and probable future of each of the components of the legal and the justice systems will be presented. The dynamics of the interaction between society, the individual, and the inter-related components of the criminal justice system will be examined. The course will also introduce some contemporary criminological findings as well as cover major concepts, issues, and debates surrounding society's approach to crime and justice.		
<b>Total Credits:</b>	3		
<b>Hours/Week:</b>	3		
<b>Total Hours:</b>	45		
<b>Prerequisites:</b>	There are no pre-requisites for this course.		
<b>Corequisites:</b>	There are no co-requisites for this course.		
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>		
<b>General Education Themes:</b>	<p>Civic Life</p> <p>Social and Cultural Understanding</p> <p>Personal Understanding</p>		
<b>Course Evaluation:</b>	Passing Grade: 60%, C		
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <tr> <td><b>Course Outcome 1</b></td> <td><b>Learning Objectives for Course Outcome 1</b></td> </tr> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
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1. Give an overview of the Canadian Criminal Justice System.	<p>1.1 Identify the major agencies of the Canadian Criminal Justice System</p> <p>1.2 Discuss the costs of operating each component and the system</p> <p>1.3 Discuss how each component operates by itself and in concert with a system</p> <p>1.4 Describe the crime funnel</p> <p>1.5 Define terms introduced by the instructor</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Describe the basic concepts of Criminal Law.	<p>2.1 Describe the process that criminal laws in Canada are established</p> <p>2.2 Describe the categories of offences</p> <p>2.3 Describe the categories of substantive and procedural law</p> <p>2.4 Describe the concepts of mens rea and actus reus</p> <p>2.5 Describe the applicable sections of the Canadian Charter of Rights on Criminal Law</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Describe the various models of Criminal Justice.	<p>3.1 Discuss the differences and similarities of the four models</p> <p>3.2 Describe the models in relationship to sanctions and operation of the justice system</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Describe police operations in Canada.	<p>4.1 Describe the various types of police agencies</p> <p>4.2 Discuss two measures used to estimate the size of police force</p> <p>4.3 Describe the traditional organizational structure of a police force</p> <p>4.4 Discuss the changing composition of police forces in Canada</p> <p>4.5 Discuss the incidence of police misconduct and methods used to control misconduct</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Describe the Courts and Trial Procedures used in Canada.	<p>5.1 Discuss the operation of the different levels of courts</p> <p>5.2 Describe the role of defence lawyer, Crown Attorney and judge</p> <p>5.3 Discuss the concept of impartiality in the court system</p> <p>5.4 Discuss the role of plea bargaining</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Describe the Sentencing Process used in Canada.	<p>6.1 Describe the goals of sentencing</p> <p>6.2 Outline the various sentencing option</p> <p>6.3 Discuss the disparity in sentencing</p> <p>6.4 Discuss the changes to sentences in Canada</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Describe contemporary Corrections in Canada.	<p>7.1 Describe the goals of sentencing</p> <p>7.2 Outline the various sentencing option</p> <p>7.3 Discuss the disparity in sentencing</p> <p>7.4 Discuss the changes to sentences in Canada</p>
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>



8. Describe community based corrections in Canada.	8.1 Describe the various community programs in Canada 8.2 Describe the meaning of recidivism 8.3 Discuss the relationship between recidivism and the demographics of selected offender groups
<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
9. Discuss current issues in Corrections.	9.1 Outline the format of intermediate sentences 9.2 Discuss the effectiveness of intermediate sentences 9.3 Discuss the effectiveness of deterrence based programs

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Examination 1	30%
Examination 2	35%
Examination 3	35%

**CICE Modifications:**

**Preparation and Participation**

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

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

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

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

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

**D. Assignments may be modified in the following ways:**



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

***The Learning Specialist may:***

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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

October 4, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

