

I. COURSE DESCRIPTION:

This course will focus on the most common provincial offences. With assistance from a Learning Specialist, the CICE student(s) will acquire a fundamental knowledge in regard to the processes that are established in the Provincial Offences Act. Also examined will be the purpose of each of the statutes, arrest, search, seizure and any other special authorities contained in those most commonly used Ontario Provincial Statutes. The elements of offences, possible defenses, and completion of Provincial Offence Notices for provincial and municipal offences will be highlighted.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

This course addresses the following specific Vocational Outcomes:

1. Document, prepare, and assist in the presentation of court cases in compliance with criminal and provincial law, rules of evidence, and the Charter of Rights and Freedoms
2. Assess the use of police powers.
3. Initiate, promote, and facilitate partnerships to meet community policing and security needs.
4. Assess the relationship of policing services to other participants in the criminal justice system and other community service agencies.
5. Make sound decisions based on an evaluation of situations.
6. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of audiences.
7. Reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

COURSE LEARNING OUTCOMES

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

- 1 Locate, interpret and apply Provincial Law to situations involving provisions and offences related to any of the Provincial Statutes discussed.**
 - 1.1 Identify the provincial statute relevant to the situation;
 - 1.2 Locate the relevant sections of the appropriate statute;
 - 1.3 Interpret offences, punishment and definitions related to each provincial statute;
 - 1.4 Assess the application of provincial statutes;
 - 1.5 Complete documentation, as required by each statute or by the Provincial Offences Act.

- 2 Recognize and explain the involvement of other agencies in the enforcement of Provincial Statutes.**
 - 2.1 State the purpose of each of the Provincial Statutes;
 - 2.2 Identify which non police agencies are involved with each statute;
 - 2.3 Explain the role of these agencies in resolving problems

- 3 Organize information in a form that demonstrates synthesis**
 - 3.1 Create visual representations of key concepts i.e.,
 - a) chart the arrest/apprehension authorities for the various statutes,
 - b) produce flow charts to graphically illustrate possible solutions
 - 3.2 Translate legal information into lay form.

LEARNING OUTCOMES:

- 1.0 Provincial Offences Act of Ontario (P.O.A.)**
Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:
 - 1.1 Define terms as set out by the course instructor
 - 1.2 State the Statute of Limitations contained within the Act
 - 1.3 Discuss the methods of commencing provincial offence proceedings against an individual
 - 1.4 State the time and penalty limitations for Part I and Part III Provincial Offence Notices
 - 1.5 State the arrest and search authorities given to Peace Officers under the P.O.A.
 - 1.6 Complete a Part I Provincial Offence Notice as per instructions

- 1.7 Given a scenario, determine what offence has been committed and complete either a Part I or Part III Provincial Offence Notice

- 2.0 **Liquor Licence Act of Ontario (L.L.A.)**
Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:
 - 2.1 Define terms as set out by the course instructor
 - 2.2 Locate sections of the LLA using the Table of Contents and the Index
 - 2.3 State Peace officer arrest, search and seizure authorities contained in the LLA
 - 2.4 Identify the facts in Issue for selected LLA offences
 - 2.5 Given a scenario, determine what offence has been committed and identify and complete the appropriate “charging” documentation.

- 3.0 **Trespass to Property Act of Ontario (T.P.A)**
Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:
 - 3.1 Define terms as set out by the course instructor
 - 3.2 List the premises that do not require the posting of signs to prohibit entry
 - 3.3 List the premises that require the posting of signs that prohibit entry, access or prohibit a certain activity
 - 3.4 State the methods of giving notice to prohibit trespassing or to restrict an activity
 - 3.5 Given a scenario, determine what offence has been committed and identify and complete the appropriate charging documentation

- 4.0 **Tenant Protection Act**
Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:
 - 4.1 Define terms as set out by the course instructor
 - 4.2 State the purpose of security deposits
 - 4.3 Identify common problems related to this Act
 - 4.4 From a given Scenario, identify any offences associated with this act and list the facts in issue for those offences
 - 4.5 State the major role of Police officers with respect to this Act

- 5.0 **Mental Health Act of Ontario (M.H.A.)**
Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:
 - 5.1 Define terms as set out by the course instructor
 - 5.2 State the Police officer authority for apprehending a person who is apparently suffering from a mental disorder

- 5.3 State other methods of bringing persons apparently suffering from a mental disorder to a place for assessment
- 5.4 Identify the authority to apprehend a person illegally absent from a psychiatric facility
- 5.5 Given a scenario, identify the appropriate method of bringing a person apparently suffering from a mental disorder to the appropriate facility for assessment.

6.0 Family Law Act

- 6.1 Define terms as set out by the course instructor;
- 6.2 State the powers of arrest granted to police officers under this act;
- 6.3 Identify offences under this statute
- 6.4 Describe the use of the criminal harassment sections of the Criminal code in relation to occurrences under this Act;
- 6.5 Identify common problems associated with the application of this statute.

7.0 Children's Law Reform Act (CLRA)

Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:

- 7.1 Define terms as set out by the course instructor;
- 7.2 State the powers of arrest granted to police officers under this act;
- 7.3 Identify offences under this statute
- 7.4 Discuss the Orders under this statute and the police role in their enforcement
- 7.5 Describe the entry and search provisions granted to Police under this statute

8.0 Child and Family Services Act (CFSA)

Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:

- 8.1 Define terms as set out by the course instructor;
- 8.2 State a peace officer's authority as it applies to the commencing of child protection proceedings;
- 8.3 Describe peace officer authority with respect to:
 - bringing a child in need of protection to a place of safety (three Authorities);
 - the right of entry
 - dealing with a child under the age of twelve who has committed an offence;
 - the apprehension of a child who is illegally absent from a place of open temporary detention;
 - the apprehension of young persons that are absent from a place of custody;

- 8.4 Describe the options available to the police for dealing with children and young persons who are apprehended after being illegally absent from a place of custody;
- 8.5 Identify the curfew and conditions pertaining to this curfew for children as defined in part III of this Act;
- 8.6 Locate and interpret offences dealing with child abuse and leaving children unattended;
- 8.7 Describe the obligations placed on citizens and professionals to report child abuse;
- 8.8 Describe the role of the Children's Aid Society in assisting the police with investigations under this Act;
- 8.9 Given a scenario, determine if a child is "in need of protection" and identify an appropriate and effective legal response.

9.0 Coroners Act

Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:

- 9.1 List the five purposes of an inquest;
- 9.2 List the situations that require police officers to notify the coroner that a death has occurred;
- 9.3 Identify the locations, where a death occurs that requires police officers to notify the coroner;
- 9.4 Identify the duties of a constable in relation to the selection of a jury for an inquest;
- 9.5 State the methods of delivery of a summons to a juror or witness for an inquest;
- 9.6 Locate and interpret the offence of knowingly obstructing a coroner or person authorized by a coroner.

10. Dog Owner's Liability Act

Upon successful completion of this unit, CICE students will with the assistance of a Learning Specialist be able to:

- 10.1 Identify applicable libellous situations;
- 10.2 Identify proper procedures to commence proceedings under the Act;
- 10.3 Identify possible outcomes of court proceedings.

III. TOPICS TO BE COVERED:

- 1. Provincial Offences Act of Ontario
- 2. Liquor Licence Act of Ontario
- 3. Trespass to Property Act of Ontario
- 4. Residential Tenancies Act

5. Mental Health Act of Ontario
6. Family Law Act
7. Children's Law Reform Act
8. Child and Family Services Act
9. Coroners Act
10. Dog Owner's Liability Act

IV. REQUIRED STUDENT RESOURCES:

Provincial Legislation Available on line at - www.e-laws.gov.on.ca

V. EVALUATION PROCESS/GRADING SYSTEM:

Test – Provincial Offences Act	20%
Open Book Test	15%
Provincial Statute Quiz 5x5%	25%
Final Exam	40%
<u>Total</u>	<u>100%</u>

Students are reminded that the Police Foundations Program makes no provision for re-writes. Students who miss tests for excused absences (illness accompanied by a doctor's note or compassionate) must notify the faculty in advance of any absence from a test.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D (Fail)	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in	

	field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:

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

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

VII. COURSE OUTLINE ADDENDUM:

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

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) ability. All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date

CICE Modifications:**Preparation and Participation**

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

A. Tests may be modified in the following ways:

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

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

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

C. Assignments may be modified in the following ways:

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

The Learning Specialist may:

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

D. Evaluation:

Is reflective of modified learning outcomes.