

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Natural Resources Law

**CODE NO. :** NRT240 **SEMESTER:** Winter  
**MODIFIED CODE:** NRT0240

**PROGRAM:** Forestry, Fish & Wildlife, Parks & Outdoor Recreation  
Technician

**AUTHOR:** NEOS Dept.  
**MODIFIED BY:** Katie Radbourne, Learning Specialist CICE Program

**DATE:** Jan. 2015 **PREVIOUS OUTLINE DATED:** Jan. 2014

**APPROVED:** "Angelique Lemay" Jan. 2015

	<hr/>	<hr/>
	<i>Dean, School of Community Services and Interdisciplinary Studies</i>	<b>DATE</b>

**TOTAL CREDITS:** 2

**PREREQUISITE(S):** None

**HOURS/WEEK:** 2

**Copyright ©2015 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior  
written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact the Dean, School of Community  
Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This CICE course will acquaint students with the Canadian and Ontario justice systems and how acts and regulations related to natural resources are implemented. The students will be required to have a basic working knowledge of the content of major acts that affect the environment, public and park lands, fisheries, wildlife and forests. The role and powers of officers under these acts and compliance monitoring will be included. The CICE students will be supported by an Educational Assistant who will reinforce the objectives of this course.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Be able to note some differences between the roles of Federal, Provincial and Municipal governments as they apply to officer powers and procedures.

Potential Elements of the Performance:

- Understand a summation of the Constitution Act 1982
- Collect information from reference material
- Be able to note some differences between Federal or Provincial statutes and Municipal bylaws
- Summarize some key points in chart format based on enforcement duties, courts responsible, types of resources

*This learning outcome will constitute 10% of the course's final grades.*

2. Access and understand some of the Provincial and Federal natural resource legislation related to:
  - Use of forests and forest resources
  - Use and protection of the environment
  - Use of park lands and wild lands
  - Conservation of fish and game

Potential Elements of the Performance:

- Be able to repeat most of a basic standardized definition of a natural resource, renewable, non-renewable, conservation and preservation
  - Demonstrate the ability to identify some categories a section of a natural resources Act falls into (laws based on biology, ethics, safety, economics, or support)
- Demonstrate the ability to interpret and comprehend basic wording found in legislation
- Use the internet and L.R.C. to locate and explain some pertinent legislation that applies to Natural Resources
  - Evaluate material for inclusion in chart format
  - Summarize the intent and key sections of important Acts, Regulations, standards of compliance, plans or policies
  - Interpret and solve case studies and scenarios that deal with the following legislation:
    - The Provincial Offences Act
    - The Criminal Code of Canada
    - The Youth Criminal Justice Act
    - The Crown Forest Sustainability Act
    - The Forestry Act
    - The Fisheries Act & The Ontario Fishery Regulations
    - The Migratory Birds Convention Act and Regulations
    - The Fish & Wildlife Conservation Act & Regulations
    - WAPPRITTA & CITES
    - Aggregate Resources Act
    - Public Lands Act
    - The Provincial Parks & Conservation Reserves Act and Regulations

*This learning outcome will constitute 50% of the course's grade.*

3. Demonstrate an a basic understanding of the basic duties of a natural resources enforcement officer with respect to preparation and participation in courtroom activities based on the violation of any natural resource legislation.

Potential Elements of the Performance:

- Be able to explain the difference and transition which occurs between a legislated inspection and an investigation.
- Review officer procedures to initiate charges re: violation

- Discuss field investigation procedures re: compliance
- Organize proper documents in preparation for courtroom appearance
- Discuss role and appropriateness of offense notice, summons or appearance notice
- Attend a courtroom in progress with the CICE Learning Specialist to observe protocol and procedures

*This learning outcome will constitute 20% of the course's grade.*

4. Demonstrate an awareness of current events in Natural Resources Law.

Potential Elements of the Performance:

- Collect a wide variety of current written material related to natural resources law and understand the basic summary
- Search the Internet for relevant case law
- Select significant articles that are directly related to the natural resources law course
- Provide some comments on each of the collected articles
- Arrange the article in an specific format to describe current events in law.

*This learning outcome will constitute 5% of the course's grade.*

5. Describe the evolution of treaty and aboriginal rights in Ontario as they apply to Natural Resources Law.

Potential Elements of the Performance:

- Identify some historical documents related to aboriginal law
- Collect information describing treaty areas and treaty rights
- Review case law from various sources and identify significant cases for natural resource use
- Be able to comment on the "Ontario Interim Enforcement Guidelines for Aboriginal people"

*This learning outcome will constitute 15% of the course's grade.*

### III. TOPICS:

1. The History of Natural Resources Law
2. The application of Native Legislation in the context of the BNA and

- the Constitution Act 1982
3. Laws and Their Application
  4. Statutes and Regulations That Protect Our Forests.
  5. Statutes and Regulations That Protect Our Parks and Public Lands
  6. Statutes and Regulations That Protect Our Environment
  7. Statutes and Regulations That Protect Our Fish & Wildlife

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Study Guide for Natural Resources Law (Bookstore)
2. The Fish & Wildlife Conservation Act and Regulations(Bookstore or Internet)
3. The Forest Fires Prevention Act ( Bookstore or Internet)
4. Ontario Hunting/Fishing Regulation summaries (Hand-out or Internet)
5. The Canadian Charter of Rights and freedom (hand-out or Internet)
6. The Crown Forest Sustainability Act (Hand-out or Internet)
7. Others as required

#### V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	10%
#1 Term Paper	
Term Tests (2)	60 %
Final Exam	30%

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.

## **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.

### **Addendum:**

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

## **VII. COURSE OUTLINE ADDENDUM:**

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

**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.