

I. COURSE DESCRIPTION:

This course provides an examination of various theoretical explanations of criminal and deviant behaviour including the sociological, biological, and psychological perspectives. CICE students, with assistance from a Learning Specialist, will acquire a basic knowledge relevant to criminological theory that is related to various types of criminal activity. The reality of crime in Canada is examined through crime statistics the correlation of criminal behaviour. The impact of theory on the development and the effectiveness of the criminal justice system are discussed with an emphasis on future trends within the system.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Define and explain the use, structure and application of theory to the study of Criminology.
2. Describe and apply theory to explain criminal behaviour and how this behaviour affects policing in Canada.
3. Explain the Schools of Criminology Thought.
4. Explain the perspectives, assumptions and approaches of Criminology and their effects on Policing Policy (Community Policing)
5. Apply the perspectives, assumptions, approaches and theories to case studies of crime and criminal behaviour, as cited by police authorities in large and small communities.
6. Define terminology used in Criminology.

III. TOPICS:

1. Overview of Criminology
2. Application of Theory
3. Criminology Schools of Thought
4. Perspectives, theories and assumptions of Criminology

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

n/a

V. EVALUATION PROCESS/GRADING SYSTEM:

Test 1	25%
Test 2	25%
Test 3	25%
Test 4	25%
TOTAL	100%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
D (Fail)	50-59%	0.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

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 programs will require a minimum of 60% (C) as a passing

grade in each course. The minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

RE-Writes and Exams

Re-write of tests or exams is not permitted

All assignments must be typed, double spaced with a cover page.

Failure to notify the Professor prior to a test or exam absence prior to the test or exam will result in zero grade being assigned.

Attendance:

This course depends heavily student attendance and participation. Students are advised to read each chapter prior to class.

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.*

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.