

COURSE DESCRIPTION:

Based on criminal law, this course provides an historical overview of youth and the law, and it includes an examination of the Young Offenders Act (1982). CICE students, with the assistance of a Learning Specialist, will become familiar with jurisdictional issues, court procedures, dispositions, and alternative measures. Other issues such as community services, treatment facilities, and a review of the Child and Family Services Act (1984) will be studied.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

The CICE students, with assistance from a Learning Specialist, will have demonstrated a basic ability to:

1. Identify the perceptions and realities of youth crime.

- 1.1 Statistical data regarding numbers of youth crimes
- 1.2 Societal perceptions of youth crime
- 1.3 Police perception of youth crime

2. Identify the types of youth crime and possible causes of youth crime through statistical examination and explanation of four “core” and related theories of youth crime.

- 2.1 Statistical data regarding types of youth crime
- 2.2 Types of youth crime by gender
- 2.3 The Emotional Neglect, Cognitive Neglect, Traumatic Violence and Social Causation theories of youth crime
- 2.4 Related theories of youth crime

3. Describe the relationship between the needs of societal protection and the needs of youthful offenders from the perspective of the Youth Criminal Justice Act.

- 3.1 The Youth Criminal Justice Act declaration of principles
- 3.2 The sentencing purposes and principles of the Youth Criminal Justice Act.
- 3.3 Identification of the “enhanced” rights of a young person

4. Identify the legal accountability of young persons.

- 4.1 Federal and Provincial statute law accountability
- 4.2 Identify the significance of “Presumptive” offences.
- 4.3 Civil law accountability
- 4.4 Parental responsibility

5. Explain proper police procedures relating to young offenders

- 5.1 Arrest, warnings, cautions and referrals.
- 5.2 Identify the age limitations defining “young persons”
- 5.3 Enhancing the admissibility of statements given by young offenders
- 5.4 Notification of parents – Federal Legislation
- 5.5 Notification of parents – Provincial Legislation
- 5.6 Release or detention – Federal Legislation
- 5.7 Release or detention – Provincial Legislation
- 5.8 Release of documentation – Federal Legislation
- 5.9 Release of documentation – Provincial Legislation
- 5.10 Circumstances in which a young offender must be brought before a justice
- 5.11 Conditions for pre-trial detention
- 5.12 The Child and Family Services Act of Ontario

6. Describe the young offender court process.

- 6.1 The authority and jurisdiction of a youth court judge
- 6.2 Parties that may be involved in the trial process
- 6.3 Provisions addressing the privacy of the young offender
- 6.4 Presumptive offences

7. Identify and explain dispositions available to the youth court.

- 7.1 Pre-sentencing conferences
- 7.2 Reprimand
- 7.3 Absolute discharge
- 7.4 Conditional discharge
- 7.5 Fines
- 7.6 Compensation
- 7.7 Restitution
- 7.8 Community Service
- 7.9 Open and secure custody

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Criminal Code of Canada 2012 or 2013 edition. (Martin’s)
Provincial Offences Act of Ontario
Child and Family Services Act of Ontario

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid-term Exam 30%

Final Exam 30%

Assignments/Quizzes 4x10% 40%

The evaluation process is subject to change.

RE-Writes and Exams

Re-write of a test or exam is not permitted.

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

Failure to notify the Professor of an absence prior to the test or exam will result in a “zero” grade being assigned. Students may be required to produce a Doctor’s note.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>
A+	90 - 100%
A	80 - 89%
B	70 - 79%
C	60 - 69%
D	50 -59%
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: *Justice Studies programs require a minimum of 60% to be granted credit toward a Justice Studies Diploma.*



COURSE OUTLINE ADDENDUM

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*.

Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured as of the first week of March) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.