

I. COURSE DESCRIPTION:

Students will interpret and apply provincial Statutes. Police and Citizen authorities of arrest, search and seizure and specific offences will be examined. Knowledge and skills acquired in other Police Foundations courses will be utilized to facilitate understanding of this subject.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses the following Police Foundation 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.

In general, this course addresses the following generic outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of audiences.
2. Reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

LEARNING ACTIVITIES

Students who receive credit for this course will have demonstrated their 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.

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

LEARNING ACTIVITIES

1.0 Provincial Offences Act of Ontario (P.O.A.)

Upon successful completion of this unit, students will 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, each student will 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 From a Scenario, students in a group will identify the offence and prosecute the LLA offence in a courtroom situation and will:
 - Meet with members of the group to discuss individual responsibilities
 - Submit a synopsis of their responsibilities for the assignment to the course instructor within one week
 - Prepare all appropriate paperwork required by the courts for the prosecution
 - Research similar cases and be familiar with pertinent case law
 - Utilize knowledge acquired in other Police Foundations courses and follow all legal requirements of an investigation, arrest (where applicable) and prosecution

3.0 Trespass to Property Act of Ontario (T.P.A)

Upon successful completion of this unit, students will 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 From a Scenario, students in a group, will identify the offence and prosecute the offence in a courtroom situation and will:
- ❑ Meet with members of the group to discuss individual responsibilities
 - ❑ Submit a synopsis of their responsibilities for the assignment to the course instructor within one week
 - ❑ Prepare all appropriate paperwork required by the courts for the prosecution
 - ❑ Research similar cases and be familiar with pertinent case law
 - ❑ Utilize knowledge acquired in other LASA courses and follow all legal requirements of an investigation, arrest (where applicable) and prosecution

4.0 **Tenant Protection Act**

Upon successful completion of this unit, students will 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
- 4.6 From a Scenario, students in a group will role-play a Landlord and tenant situation and will:
 - ❑ Meet with group members to discuss individual responsibilities
 - ❑ Submit a synopsis of their responsibilities within one week
 - ❑ Utilize crisis intervention techniques to defuse the situation
 - ❑ Provide appropriate remedy for the situation
 - ❑ Asses the scenario and make recommendations

5.0 **Mental Health Act of Ontario (M.H.A.)**

Upon successful completion of this unit, students will 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 State the Police officer authority for apprehending a person who is AWOL from a psychiatric facility

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, students will 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, students will 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 awol from a place of open temporary detention;
 - the apprehension of young persons that are absent from custody;
- 8.4 Describe the options available to the police for dealing with children and young persons who are apprehended after being awol;
- 8.5 State the 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 From a Scenario, students in a group, will identify the offence and prosecute the offence in a courtroom situation and will:
 - Meet with members of the group to discuss individual responsibilities
 - Submit a synopsis of their responsibilities for the assignment to the course instructor within one week
 - Prepare all appropriate paperwork required by the courts for the prosecution
 - Research similar cases and be familiar with pertinent case law
 - Utilize knowledge acquired in other LASA courses and follow all legal requirements of an investigation, arrest (where applicable) and prosecution
 - Present the Case in class (Mock Trial)
 - Asses the case and make recommendations

9.0 Coroners Act**Upon successful completion of this unit, students will 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, the student will 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.

IV. REQUIRED STUDENT RESOURCES

Provincial Legislation

Available on line at - www.e-laws.gov.on.ca**V. EVALUATION PROCESS/GRADING SYSTEM:**

Midterm	30
Assignment	15
Test	15
Final	40
Total	100%

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:

Special Needs:

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

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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

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.

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.

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

VII. 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.

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