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Course Name

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Code No.**I. COURSE DESCRIPTION:**

The students will be introduced to legislation pertaining to Native people who reside on First Nations and in urban settings in Ontario. They will gain the ability to be an informed liaison with relevant sources external to the First Nation, while empowering and assisting members of the community in need. The course will expose students to Tribal Structure, issues related to the Indian Act, treaties and Land Claims, as well as present day Band Structure. Additionally, the link between legislation and social service agencies available in the urban setting and on First Nations will be explored.

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

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

1. Access and accurately interpret in every day working language the Indian Act, Treaties and Land Claims relevant to your community, the Child & Family Services Act, the Young Offenders Act and other legislation relevant to the urban Native client.
2. Adhere to and apply relevant legislation for the benefit of the community.
3. Convey information and demonstrate positive role modelling within the community concerning issues pertaining to relevant legislation.
4. Network and liaise between the First Nation community and relevant external sources.
5. Discuss and demonstrate the interdependent relationship between legislation and the social service field in both urban and First Nation settings.
6. Direct clients to appropriate services available in the local network which will ensure that the rights of those clients are protected.

**III. TOPICS:**

- A1 Relevant Legislation - Prior to Indian Act
  - 2.1 Royal Proclamation Act

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- 2.2 Other Legislation relevant to Native People - overview
- 2.3 Ramification of Previous Legislation to the Indian Act

**A2 Treaties**

- 3.1 Overview of Treaties in Canada
- 3.2 Relevance of Treaties Affecting Native Peoples of Ontario
- 3.3 Impact of Treaties on Native People - then and now

**A3 Indian Act**

- 4.1 Overview of Origin and amendments
- 4.2 Overview of Impact on Community Life
- 4.3 Role of Chief and Council

**B5 Young Offenders Act**

- 6.1 General Provisions and Scope
- 6.2 Alternative Measures
- 6.3 Detention (Prior to Disposition)
- 6.4 Medical and Psychological Reports
- 6.5 Right to Legal Representation
- 6.6 Involvement of Parents
- 6.7 Dispositions & PDRs - Services/Agencies Linked
- 6.8 Judicial Process - Young Offenders

**B6 Child and Family Services Act**

- 7.1 Temporary Care Agreements/Expiry and Termination
- 7.2 Sections 37, 39, 54, 56758 (Child Protection)
- 7.3 Sections 99, 100, 101, 103, 104, 105, 107 & 108 (Rights of Children)
- 7.4 Part X (Indian and Native Child and Family Services)
- 7.5 Services/Agencies Linked

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

- The Indian Act
- The Child & Family Services Act

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**V. EVALUATION PROCESS/GRADING SYSTEM:****The final grade will be derived as follows:**

<u>Assignments</u>	<u>Percentage</u>	<u>Targetted Dates : Week of</u>
Case Study (5% each x2)	10%	#1A - November 29, #2B <del>Nov. 22</del>
Report (10% each x2)	20%	#1A - Nov. 1, #2 <del>Oct. 4</del>
Tests (15% x4)	60%	A: #1 Oct. 18, #2 Dec. 13, #3 B: #1 Nov. 1, #2 Dec. 6, #3
Community Resources		
Directory	<u>10%</u>	Sept. 27
<b>TOTAL</b>	<b>100%</b>	

**EVALUATION:**

1. The **CASE STUDY** requires the students to interpret and apply material covered in a Case Profile (to be given out by the instructor) to an identified piece of legislation. The students will be required to assess the information given in the Case Profile and provide appropriate advice based on the accurate interpretation of the legislation. Further specifics will be given by the instructor. The case study will include a personal opinion section.
2. The **REPORT** will be a minimum of five typed pages in length. Students will locate current coverage of a specific Native issue/event/etc. and demonstrate how the information relates to legislation (discussed in class or other) affecting Native peoples. The report should include what services are provided, the address the issue/event/etc. Further specifics will be provided by the instructor. Work Cited Lists/Bibliographies are required.
3. Six (6) **TESTS** will be given in this course. Each of the three tests will include the material covered up until the time of the test. Test format may include short answer, true or false, fill-in-the-blank and multiple choice questions. Tests **CANNOT** be rewritten in order to obtain a higher grade. Test may be rescheduled for valid reasons at the discretion of the instructor (inform instructor as early as possible.)
4. The **REPORT AND PRESENTATION** is an independent project which requires each student to select a specific legislation that is relevant to Native people within a First Nation setting and/or Non-Native community setting. The act must be current and relevant to Native people. It should reflect the student's personal areas of interest in the social service field and preferably related to child and/or family issues. The acts must be approved of by the instructor and only one act may be selected per student. A more comprehensive report and presentation outline will be provided by the instructor early in the semester.

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5. The **COMMUNITY RESOURCES DIRECTORY** is an independent project which requires each student create a directory for use in community referral and networking. Further specifics will be given by the instructor.

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
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory 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 &amp; 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.	

#### 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 the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

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Code No.**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.

**Disclaimer for meeting the needs of learners:**

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.

**Significant learning takes place in the classroom through an interactive learning approach, therefore, students must attend 85% of all classes to obtain a passing grade.**

**All assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late up until five days. At that time, the assignment will no longer be accepted by the instructor.**

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.