



## I. COURSE DESCRIPTION:

This course will provide a historical perspective of the Canadian Criminal Justice System. It will introduce, to the CICE students, the structures, the components, the institutions and the various individuals involved with the administration of justice in Canada. The course will also examine some of the legal issues, which have arisen, which affect the operation of the Criminal Justice System.

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

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

### 1. Give an overview of the Canadian Criminal justice System

#### Potential Elements of the Performance:

- Identify the major agencies of the Canadian Criminal justice System
- Discuss the costs of operating each component and the system
- discuss how each component operates by itself and in concert with a system
- Describe the crime funnel
- Define terms introduced by the instructor

### 2. Describe the basic concepts of Criminal Law

#### Potential Elements of the Performance:

- Describe the process that criminal laws in Canada are established
- Describe the categories of offences
- Describe the categories of substantive and procedural law
- Describe the concepts of mens rea and actus reus
- Describe the applicable sections of the Canadian Charter of rights on Criminal law

### 3. Describe the various model of Criminal Justice

#### Potential Elements of the Performance:

- Discuss the differences and similarities of the four models
- Describe the models in relationship to sanctions and operation of the justice system

### 4. Describe Police operations in Canada

#### Potential Elements of the Performance:

- Describe the various types of police agencies
- Discuss two measures used to estimate the size of police force
- Describe the traditional organizational structure of a police force
- Discuss the changing composition of police forces in Canada

- Discuss the incidence of police misconduct and methods used to control misconduct

**5. Describe the Courts and Trial Procedures used in Canada**

Potential Elements of the Performance:

- Discuss the operation of the different levels of courts
- Describe the role of the defense lawyer, Crown Attorney and judge
- Discuss the concept of impartiality in the court system
- Discuss the role of plea bargaining

**6. Describe the Sentencing Process used in Canada**

Potential Elements of the Performance:

- Describe the goals of sentencing
- Outline the various sentencing options
- Discuss the disparity in sentencing
- Discuss changes to sentences in Canada

**7. Describe contemporary Corrections in Canada**

Potential Elements of the Performance:

- Outline the Correctional system in Canada
- Describe the adult correctional population
- Describe the legal rights of offenders
- Describe the effects of incarceration

**8. Describe community based corrections in Canada**

Potential Elements of the Performance:

- Describe the various community programs in Canada
- Describe the meaning of recidivism
- Discuss the relationship between recidivism and the demographics of selected offender groups

**9. Discuss current issues in Corrections**

Potential Elements of the Performance:

- Outline the format of intermediate sentences
- Discuss the effectiveness of intermediate sentences
- Discuss the effectiveness of deterrence based programs

**III. TOPICS:**

1. Overview of the Criminal Justice System in Canada
2. Basic concepts of Criminal Law
3. Models of Criminal Justice
4. Police Operations in Canada
5. Issues in Policing
6. Courts and Trial Procedures in Canada
7. The sentencing process in Canada
8. Contemporary Corrections in Canada

9. Community based Corrections
10. Issues in Corrections

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

Criminal Justice in Canada, 5th Edition, Colin Goff, ITP Nelson  
Notes/Handouts on Student Data Files, College computers

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

Chapter tests (4 X 25 marks) 100 marks

The following semester grades will be assigned to students:

<u>Grade</u>	<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	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.	

**VI. SPECIAL NOTES:**

**Re-writes of test and exams are not permitted.**

**All assignments must be typed, double spaced, with a cover page  
Failure to notify the professor of test/exam absence will result in a  
"0" being assigned.**

**Late assignments will not be accepted for marking without a valid  
medical note.**

**Chapter Tests (4 X 25 marks)**

Test #1 - Learning Objectives 1 and 2 (Chapters 1 and 2)

Test #2 - Learning Objectives 3 and 4 (Chapters 3, 5 and 6)

Test #3 - Learning Objectives 5 and 6 (Chapters 7, 8 and 9)

Test #4 - Learning Objectives 7, 8 and 9 (Chapters 10, 11 and 12)

**NOTE:** Several or more chapters will be assigned as home study. CICE students will be notified during the course which chapters will be assigned.

This course requires a grade of C or better to be credited for graduation.

**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.

**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.