



**I. COURSE DESCRIPTION:**

This course will provide the CICE student with an overview of a representative sample of the legislation pertinent to working with children and their families. The primary focus will be on Canadian Child Welfare Law specifically the Child and Family Services Act; Revised Statutes of Ontario 1990 Chapter C11. With assistance from a Learning Specialist, the CICE student will develop a basic comprehension of issues pertinent to Youthful Offenders and Education examined with reference to the Youth Criminal Justice Act and the Education Act. Additionally, the CICE student will acquire a basic knowledge of the areas of responsibility and roles that governments at all levels play in the development of legislation. The CICE student will be responsible to become aware of the main functions of the court process as it applies to Child and Family Welfare

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

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

1. Discuss the meaning of freedoms, rights, and participation in community and public life.

Potential Elements of the Performance:

- describe the structure and function of governments in Canada.
- describe the roles of elected officials and public servants.
- discuss the significance of the electoral process.

2. Display and awareness of the history, significance and the organization of Child Welfare Legislation in Ontario.

Potential Elements of the Performance:

- display competence at an entry level in interpreting and applying the CFSA.
- describe the intent of the legislation
- discuss the parameters of the legislation

3. Be aware of the court process as it pertains to Child and Family Issues.

Potential Elements of the Performance:

- compare and contrast the civil and criminal court process
- discuss the roles of personnel involved in court cases.
- discuss issues relative to testifying in court from a "Worker" perspective.

4. Understand the role of the Education Act

Potential Elements of the Performance:

- discuss the development of the Education Act
- discuss the implementation of selected components of the Act
- discuss the impact of the legislation on the education system

### III. TOPICS:

1. Municipal, Provincial and Federal Government
2. The Legislative Process
3. Development of Child and Family Law
4. Child and Family Services Act **including the new amendments re: Bill 210**
5. Education Act – Selected components only.
6. Youth Criminal Justice Act – as pertaining to CFSA
7. The Court Process

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

*Child and Family Services Act: Revised Statutes of Ontario, 1990 Chapter C.11*

Office Consolidation (available Ontario Gov. web site)

Access to Government web sites. - from time to time students will be required to view and print information from selected web sites to support topical issues in the course.

Access to LMS files specifically CYW231

### V. EVALUATION PROCESS/GRADING SYSTEM:

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|-----------------------------------|-----|
| 1. Attendance and Participation   | 25% |
| 2. Test 1                         | 15% |
| 3. Test 2                         | 20% |
| 4. Vocabulary quiz                | 5%  |
| 5. Test 3                         | 20% |
| 6. In-class application exercises | 15% |

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.

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:

### Disability Services:

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 Disability Services 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 post-secondary 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 the 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.

**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.