

I. COURSE DESCRIPTION:

This course will acquaint natural resource students with pertinent issues in the Canadian and Ontario justice systems and enforcement procedures. Students will be required to have a working knowledge of the content and significance of legislation related to forest resource use. A section will be devoted to aboriginal rights related to natural resources. Compliance monitoring and enforcement protocols will be emphasized.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Distinguish between the roles of Federal, Provincial and Municipal governments (designated by the BNA Act) as they apply to officer power and procedure.
2. Access and interpret Provincial & Federal natural resource legislation related to:
 - Use of forests and forest resources
 - Use and protection of the environment
 - Use of park lands and wild lands
 - Conservation of fish and game
3. Demonstrate an awareness of the duties of a natural resources enforcement officer with respect to preparation and participation in courtroom activities based on the violation of any natural resource legislation.
4. Demonstrate an awareness of current events in Natural Resources Law.
5. Describe the evolution of treaty and aboriginal rights in Ontario as they apply to Natural Resources Law;

Learning Outcomes:

1. Identify the basic of Federal, Provincial and Municipal governments (designated by the BNA Act) as they apply to officer power and procedure.

Potential Elements of the Performance

- Read a summation of the BNA Act
- Collect information from reference material
- Distinguish between Federal/Provincial/Municipal statutes

Summarize key points in chart format based on enforcement duties, courts responsible, types of resources

This learning outcome will constitute 10% of the course's final grades.

2. Access and obtain a basic understanding of the Provincial and Federal natural resource legislation related to:

- Use of forests and forest resources
- Use and protection of the environment
- Use of park lands and wild lands
- Conservation of fish and game

Potential Elements of the Performance:

- Use the internet and L.R.C. to locate and summarize pertinent legislation that applies to Natural Resources
- Evaluate material for inclusion
- Summarize the intent and key sections of important Acts, Statutes or policies
- Interpret and solve case studies and scenarios that deal with the following legislation:
 - The Provincial Offences Act
 - The Criminal Code of Canada
 - The Youth Criminal Justice Act
 - The Crown Forest Sustainability Act
 - The Forestry Act
 - The Fisheries Act & The Ontario Fishery Regulations
 - The Migratory Birds Convention Act and Regulations
 - The Fish & Wildlife Conservation Act & Regulations
 - WAPPRITTA & CITES
 - Aggregate Resources Act
 - Public Lands Act
 - The Provincial Parks Act and Regulations

This learning outcome will constitute 50% of the course's grade.

3. Demonstrate an awareness of the basic duties of a natural resources enforcement officer with respect to preparation and participation in courtroom activities based on the violation of any natural resource legislation.

Potential Elements of the Performance:

- Review officer procedures to initiate charges re: violation
- Discuss field investigation procedures re: compliance
- Organize proper documents in preparation for courtroom appearance
- Discuss role and appropriateness of offense notice, summons or appearance notice
- Attend a courtroom in progress to observe protocol and procedures

This learning outcome will constitute 20% of the course's grade.

4. Demonstrate a basic awareness of current events in Natural Resources Law.

Potential Elements of the Performance:

- Read and collect a wide variety of current written material related to natural resources law
- Search the Internet for relevant case law
- Select significant articles that are directly related to the natural resources law course
- Provide brief critical comments on each of the collected articles
- Arrange the article in an indexed format to describe current events in law.

This learning outcome will constitute 5% of the course's grade.

5. Provide a basic description of the evolution of treaty and aboriginal rights in Ontario as they apply to Natural Resources Law.

Potential Elements of the Performance:

- Identify historical documents related to aboriginal law
- Collect information describing treaty areas and treaty rights
- Review case law from various sources and identify significant cases for natural resource use
- Summarize and comment on the "Ontario Interim Enforcement Guidelines for Aboriginal people"

This learning outcome will constitute 15% of the course's grade.

III. TOPICS:

1. The History of Natural Resource Law
2. The application of Native Legislation in the context of the BNA and the Constitution Act 1982
3. Laws and Their Application
4. Statutes and Regulations That Protect Our Forests.
5. Statutes and Regulations That Protect Our Parks and Public Lands
6. Statutes and Regulations That Protect the Environment
7. Statutes and Regulations That Protect Our Fish & Wildlife

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Study Guide for Natural Resources Law (Bookstore)
2. The Fish & Wildlife Conservation Act and Regulations(Bookstore or Internet)
3. The Forest Fire Prevention Act (Bookstore or Internet)
4. Ontario Hunting/Fishing Regulation summaries (Hand-out or Internet)
5. The Charter of Rights (hand-out or Internet)
6. The Crown Forest Sustainability Act (Hand-out or Internet)
7. Others as required

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	20 %
<ul style="list-style-type: none"> #1 Court Report, Assignment 1-1 page 1-24 from Study Guide #2 Scrapbook Assignment 1-2 page 1-25 from Study Guide #3 Research assignment on a statute 	
Quizzes (random)	15 %
Term Tests (2)	30 %
Final Exam	35%

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%	3.00
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:

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.

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.

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.

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.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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.

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.

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.