

I. COURSE DESCRIPTION:

In this course, students will critically identify and examine issues in diversity. Specifically, students will focus on topics pertaining to inequality in various social settings, including but not limited to: race, gender, ethnicity, class and sexual orientation. Incorporating social/legal explanations of diversity, students will develop a clear understanding of the impact groups and possible strategies of community empowerment. The course will examine Aboriginal issues in Canada. The Aboriginal communities' relationship with the Canadian justice system will be highlighted.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

Section A: Diversity**1. Have a basic understanding of social diversity in Canadian society from a variety of perspectives.****Potential Elements of the Performance:**

- a. explain how past inequalities and historical trends influence current situations.
- b. compare a variety of approaches to diversity and immigration including multiculturalism, mosaic, melting pot etc.
- c. describe current theories of social inequality and stratification in Canada.
- d. apply social/legal explanations of diversity in Canadian society to specific communities such as those characterized by gender, race, sexual orientation, disability, visible minorities, and mental health.

2. Have a basic understanding of the impact of relevant policy and legislation on the recognition of rights of diverse populations.**Potential Elements of the Performance:**

- a. identify current government policies (federal and provincial) that influence the rights of diverse populations.
- b. explain how Human Rights and the Charter of Rights and Freedoms influences the rights of the Canadian population.
- c. discuss the impact of immigration policies and procedures on diverse populations.
- d. trace the influences of key Royal Commissions/task forces (such as commission of systemic racism in the Canadian Justice System) on diverse populations.

- 3. Use Basic concepts of social diversity to analyse and facilitate interactions between specific communities and police.**
Potential Elements of the Performance:
- a. identify the impact of cultural and community organizations on how specific groups interact with the justice system.
 - b. situate one's own perspective within the views of others.
 - c. develop interaction strategies that demonstrate respect, acceptance and tolerance of diverse groups.
 - d. identify strategies that enable police to work with a community to understand their unique needs.
- 4. Religious Diversity**
Potential Elements of Performance
- a. describe diverse religious practices and beliefs
 - b. identify how religious beliefs and practices effect policing responses
 - c. explain how the Charter of Rights and Freedoms pertains to religious freedom
- 5. Have a basic knowledge of the changes that occurred within Canadian Native cultures resulting from European contact from a cultural, political, social and economic viewpoint.**
Potential Elements of the Performance:
- a. trace the impact of colonization on Native peoples
 - b. describe the effects of colonization re
 - community and family structure
 - spirituality
 - language/culture
 - health
- 6. Have a basic understanding of the development of Native political involvement and influence within the current century.**
Potential Elements of the Performance:
- a. describe and differentiate among the terms policy, legislation and treaties.
 - b. explain the basis for early Canadian policies of assimilation and paternalism and their consequences.
 - c. explain the role of reserves in this Canadian policy and their contribution to the erosion of Aboriginal culture.
- 7. Have a basic knowledge of current legal and social issues affecting Native people and outline strategies employed to address these problems.**
Potential Elements of the Performance:
- a. residential schools, health issues and grief issues.
 - b. Aboriginal Justice System (police, courts, corrections, sentencing)

circles).

- c. programs and initiatives for culturally competent law enforcement.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Diversity issues in Law Enforcement
Shane Kazarian, PHD

IV. EVALUATION PROCESS/GRADING SYSTEM:

Section A: Diversity

Midterm exam	25%
Essay	30%
Final exam	35%
Guest Lectures	10%

Students must be present during guest lectures. Marks will be deducted if not in attendance. The percentage deducted will be determined by the number of guest lectures divided by the number of lectures missed by the student.

Student-professor interaction is essential to evaluate the student's knowledge of the subject matter. Students are expected to be able to express their substantiated opinion on the class topic.

Students will be evaluated on their ability to express and substantiate their opinions and beliefs. Notes are available on LMS, however it must be understood that students must attend class to understand the content of the material being taught.

Opinions expressed must be directed toward learning and understanding the beliefs and customs of differing cultural practices, religions, and beliefs. Prejudicial remarks based on hatred will not be tolerated and may result in dismissal from the course.

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.

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 programs 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.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

V. SPECIAL NOTES: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.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VI. 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.