



COURSE OUTLINE: PFP0306 - COMMUN. POLICING I

Prepared: Alan R. Montgomery

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	PFP0306: COMMUNITY POLICING I FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course will introduce the CICE student, with the assistance of a learning specialist, to the theory and models of community policing. Problem solving modes and alternate dispute resolution strategies will be examined. Community development and involvement in dispute resolution will be discussed. Public relations and crime prevention strategies will be researched and explored.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1120 - COMMUNITY INTEGRATN</p> <p>VLO 1 Integrate fully in academic, social and community activities.</p> <p>VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.</p> <p>VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.</p>
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>



General Education Themes:	Civic Life																				
	Social and Cultural Understanding																				
	Personal Understanding																				
Course Evaluation:	<p>Passing Grade: 60%, C</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>																				
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Outline the evolution of policing in Canada.</td> <td> 1.1 Outline the origin and evolution of policing 1.2 Outline the structure of contemporary policing in Canada 1.3 Outline police accountability issues in Canada 1.4 Outline the context of police work 1.5 Outline the trends in policing </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Outline the theories and models of community base policing in Canada.</td> <td> 2.1 Describe the traditional model of policing 2.2 Discuss measures of police effectiveness 2.3 Define and identify the principles of community policing 2.4 Compare and contrast differences between traditional policing and community based policing 2.5 Identify and discuss key sections of the Police Services Act related to community policing 2.6 Identify the key players and their role in community policing </td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Outline the responses to and prevention of crime within the community policing framework.</td> <td> 3.1 Define crime attack strategies, community service approach and crime prevention programs 3.2 List and describe primary, secondary and tertiary prevention programs 3.3 Describe CPTED principles to prevent crime 3.4 Outline and discuss the effectiveness of programs 3.5 Outline and discuss mediation processes used by police </td> </tr> <tr> <th>Course Outcome 4</th> <th>Learning Objectives for Course Outcome 4</th> </tr> <tr> <td>4. Identify and describe public relations and community policing.</td> <td> 4.1 Define the term public relations 4.2 Identify and describe political and legislative factors that influence community policing 4.3 Explain the relationship between public relations and community policing 4.4 Analyze media relations and explain its role in community policing </td> </tr> <tr> <th>Course Outcome 5</th> <th>Learning Objectives for Course Outcome 5</th> </tr> <tr> <td>5. Identify and apply</td> <td>5.1 Identify and describe the profile of a community volunteer</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Outline the evolution of policing in Canada.	1.1 Outline the origin and evolution of policing 1.2 Outline the structure of contemporary policing in Canada 1.3 Outline police accountability issues in Canada 1.4 Outline the context of police work 1.5 Outline the trends in policing	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Outline the theories and models of community base policing in Canada.	2.1 Describe the traditional model of policing 2.2 Discuss measures of police effectiveness 2.3 Define and identify the principles of community policing 2.4 Compare and contrast differences between traditional policing and community based policing 2.5 Identify and discuss key sections of the Police Services Act related to community policing 2.6 Identify the key players and their role in community policing	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Outline the responses to and prevention of crime within the community policing framework.	3.1 Define crime attack strategies, community service approach and crime prevention programs 3.2 List and describe primary, secondary and tertiary prevention programs 3.3 Describe CPTED principles to prevent crime 3.4 Outline and discuss the effectiveness of programs 3.5 Outline and discuss mediation processes used by police	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Identify and describe public relations and community policing.	4.1 Define the term public relations 4.2 Identify and describe political and legislative factors that influence community policing 4.3 Explain the relationship between public relations and community policing 4.4 Analyze media relations and explain its role in community policing	Course Outcome 5	Learning Objectives for Course Outcome 5	5. Identify and apply	5.1 Identify and describe the profile of a community volunteer
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elements of volunteerism.	5.2 Explain policies and procedures that are applicable to volunteers 5.3 Draft a job description for a volunteer 5.4 Explain the recruitment and selection process 5.5 Explain the training, supervision, and scheduling considerations for volunteers 5.6 Identify techniques for motivating volunteers 5.7 Successfully complete 30 hours of volunteer experience with an approved agency
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignment 1	15%
Assignment 2	15%
Examination 1	35%
Examination 2	35%

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

