

I. COURSE DESCRIPTION: The course is designed to familiarize the student with the various concepts and techniques employed in the private security sector that are necessary to develop and maintain total loss prevention programs. Emphasis will be directed towards prevention programs that target loss through theft, fire, abuse, and accident. Students will examine common offences related to the industry, as well as the legislative authorities that allow security personnel to function within legal parameters.

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. Describe the origins and development of private security in Canada and the United States

Potential Elements of the Performance:

- a. outline the historical development of private security
- b. list and describe the various career opportunities in private security
- c. list and discuss the role of security

2. Describe the security function for private security

Potential Elements of the Performance:

- a. define the term, "private security", and "public security" and outline the differences and similarities
- b. define and outline the advantages and disadvantages of in-house and contract security services
- c. outline and discuss the impacts of the five tenets of security upon the role of private security
- d. list and describe the process of licensing in Ontario for Security
- e. list and describe the selection criteria for security guards.
- f. understand the relationship between security and customer service
- g. list and discuss the concept of "WAECUP"

3. Outline and apply the various legislative authorities for private security

Potential Elements of the Performance:

- a. review and describe the provisions of the Criminal Code that impacts private security
 - arrest authorities
 - search authorities
 - seizure authorities
 - use of force authorities
- b. list and explain the provisions of the Private Investigators and Security Guard Act

4. Assist with the completion of accurate, and factual reports from scenarios

Potential Elements of the Performance:

- a. state and explain the need for accurate, factual and complete reports
- b. list the essential components of a good report
- c. complete reports based on scenarios

5. List and describe the basic defense measures used in private security

Potential Elements of the Performance:

- a. list and describe the zones of defense
- b. list and describe the methods of defense
- c. list and describe fire protection, safety, and emergency planning processes
- d. list and describe patrol procedures
- e. list and describe portable radio procedures and "10" codes

6. List and describe security application processes to retail security, hotel security, institutional security and casino security

Potential Elements of the Performance:

- a. list and describe the issues and processes of retail security
 - list and describe the types of shop lifters
 - list and describe the common signs of shop lifters
 - list and describe the security issues for retail businesses
- b. list and describe the issues and processes of hotel security
 - list and describe the pertinent section of the Hotel Fire Safety Act
 - list and describe the pertinent sections of the Inn Keepers Act
 - list and describe the security issues for hotel security
- c. list and describe the issues and processes of institutional security
 - list and describe the security issues for hospitals, and educational facilities
- d. list and describe the security issues and processes for Casinos
- e. list and describe the various patrol patterns used in private security

7. List and describe the techniques of CPTED to reduce crime.

Potential Elements of the Performance:

- a. list and describe prevention techniques associated with opportunity reduction
- b. list and describe the three "D" approach to planning CPTED
- c. List and describe the four key strategies of effective CPTED

III. TOPICS:

1. History of Private Security
2. The Security Function
3. Legislative authorities and selected offences
4. Report writing
5. Basic Defense Measures
6. Security Applications
7. CPTED

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None
Handouts provided

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid-term Exam - 40 marks
Final exam - 40 marks
Presentation - 20 marks

***Proposed modifications to assignments and tests will be discussed as assignments are assigned. Approved modified assignments outlines will be typed by the Learning Specialist and a copy provided to the Professor.

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%	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 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.

VI. SPECIAL NOTES:

Special Needs:

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 instructor and/or the Special Needs 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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.

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.

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.

Re-write of an exam is not permitted.

All assignments must be typed, double spaced, with a cover page.

Failure to notify the professor of exam absence prior to the exam will result in a "0" grade assigned.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Note: A passing grade of C or better in order to be credited for program graduation

Mid-term Exam (40 marks)

Learning objectives 1-4

Final Exam (40 marks)

Learning objectives 5-7

Assignment (20 Marks)

Learning Objecti

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.