



**I. COURSE DESCRIPTION:**

This course will introduce CICE students to the theory and models of community policing. Community development and involvement in dispute resolution processes. Public relations and crime prevention strategies will be researched and explored. Community agencies that are part of the community policing strategy will also be identified.

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

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

**1. Outline the evolution of policing in Canada (Chapter 1)**

Potential Elements of the Performance:

- a. Outline the origin and evolution of policing
- b. Outline the structure of contemporary policing in Canada
- c. Outline police accountability issues in Canada
- d. Outline the context of police work
- e. Outline the trends in policing

**2. Outline the theories and models of community base policing in Canada (Chapter 2)**

Potential Elements of the Performance:

- a. Describe the traditional model of policing
- b. Describe measures of police effectiveness
- c. Identify the principles of community policing
- d. Compare (and contrast – take out) differences between traditional policing and community based policing
- e. Identify (and discuss – take out) key sections of the Police Services Act related to community policing
- f. Identify the key players and their role in community policing

**3. Outline the responses to and prevention of crime within the community policing framework (Chapter 3)**

Potential Elements of the Performance:

- a. Define crime attack strategies, community service approach and crime prevention programs
- b. List and describe primary, secondary and tertiary prevention programs
- c. Describe CPTED principles to prevent crime
- d. Outline (and discuss – take out) the effectiveness of programs
- e. Outline (and discuss – take out) mediation processes used by police

**4. Describe the role of the Community Police Officer ( Chapter 8)**

Potential Elements of the Performance:

- a. Describe hiring criteria for police officers
- b. Describe the working personality of as police officer
- c. Describe the “generalist role” concept
- d. List (and describe – take out) the sources of resistance to community policing

**5. Outline and describe social agencies and their role in community policing (Agency Presentations)**

Potential Elements of the Performance:

- a. complete notes from agency presentations – take out)
- b. Identify purpose, customers, programs and relationship to community policing for each agency

**III. TOPICS:**

1. Policing in Canada
2. Understanding Community Policing
3. Crime Prevention
4. Community Police Officer
5. Social Agencies and Community Policing

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

**Community-Based Strategic Policing in Canada, 3<sup>rd</sup> ED**, Whitelaw, Nelson /Thompson Learning  
Notes/handouts on student data files, college computer

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<i>Mid Term Exam</i>	<i>35 marks</i>
<i>Final Exam</i>	<i>35 marks</i>
<i>Assignments</i>	<i>30 marks</i>

**Rewrites of test, exams or assignments are not permitted  
All assignments must be typed, double spaced, and have a cover page.**

**Failure to notify the professor prior to exams/tests and receive permission to write later will result in a “0” grade.  
Late assignments will not be accepted for marking.**

Plagiarism:

CICE 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. The Learning Specialist will assist the CICE student with APA Formatting.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual – Deferred Grades and Make-up).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	
W	Student has withdrawn from the course without academic penalty.	

**NOTE: For such reasons as program certification or program articulation, this course requires a minimum greater than 60% to achieve a passing grade  
The program requires a minimum GPA of 2.0 in order to graduate.**

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

## **VI. 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.*

## **VII. 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.