

- I. **COURSE DESCRIPTION:** This course will introduce students to the theory and models of community policing. Problem solving models and alternate dispute resolution strategies will be examined. Community development and involvement in dispute resolution processes will be discussed. Public relations and crime prevention strategies will be researched and explored.. Community agencies that are part of the community policing strategy will also identified.

- II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:** Upon successful completion of this course, the student will demonstrate the ability to:
 1. **Outline the evolution of policing in Canada**
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**
Potential Elements of the Performance:
 - a. describe the traditional model of policing
 - b. discuss measures of police effectiveness
 - c. define and identify the principles of community policing
 - d. compare and contrast differences between traditional policing and community based policing
 - e. identify and discuss 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**
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 the effectiveness of programs
 - e. outline and discuss mediation processes used by police

4. **List and describe problem oriented policing processes**
Potential Elements of the Performance:
 - a. define problem oriented policing models
 - b. explain the steps of problem solving
 - c. describe and apply the problem analysis triangle
 - d. identify the conditions for successful problem solving

5. **Identify and discuss the community policing Police service**
Potential Elements of the Performance:
 - a. discuss how community based policing has impacted upon organizational design
 - b. discuss the importance of mission, value, and vision statements in policing
 - c. describe the techniques of environmental scans, performance indicators, benchmarking, growth positions, and best practices
 - d. discuss the policing for results survey used by the OPP
 - e. discuss the role of teams and teamwork
 - f. discuss the role of strategic planning and business plans
 - g. discuss the OPP customized approach and delivery process

6. **Outline the implementation processes for community policing**
Potential Elements of the Performance:
 - a. describe and outline the stages of changing from traditional to community policing
 - b. identify the difficulties of changing and the lessons learned from implementing community policing

7. **Describe the role of the Community Police Officer**
Potential Elements of the Performance:
 - a. describe hiring criteria for police officers
 - b. describe the working personality of a police officer
 - c. describe the "generalist role" concept
 - d. list and describe the sources of resistance to community policing

8. **Describe and discuss the relationship of community and community policing**
Potential Elements of the Performance:
 - a. identify the key issues relating to community involvement
 - b. discuss the impacts of race and culture on community policing
 - c. list and describe the nine steps to building effective working relationships
 - d. describe the strategies used to gather information and facilitate partnerships in the community
 - e. discuss the role of integrated service teams in community policing
 - f. describe potential obstacles to partnerships in the community
 - g. describe the role of volunteers in community policing
 - h. describe the various community policing committees

9. Outline and describe social agencies and their role in community policing

Potential Elements of the Performance:

- a. conduct a survey of a local agency (attached Assignment)
- b. conduct a web based (computer) search of three different communities, identify their community policing partnerships, and programs (Attached Assignment)

III. TOPICS:

1. Evolution of Policing in Canada
2. Theories and models of community policing
3. Community policing response to crime
4. Processes of problem oriented policing
5. Community police services
6. Social agencies and community policing

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None (class notes and assignments)

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid Term Exam	35 marks
Final Exam	35 marks
Assignment #1	10 marks
Assignment #2	20 marks

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	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 <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
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.

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 E1204 or call Extension 493, 717, or 491 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

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.

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.

Mid-Term Exam (35 marks)

Learning objectives 1 to 4

Final Exam (35 marks)

Learning objectives 5 to 8

Assignment #1 (10 marks)

Learning objectives 1 to 9

Assignment # 2 (20 marks)

Learning objectives 1 to 9