

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Community Policing I

CODE NO. : PFP 306 **SEMESTER:** II

PROGRAM: Law and Security Administration
Police Foundations

AUTHOR: John Jones
FACULTY: Alan Montgomery

DATE: Jan, 2011 **PREVIOUS OUTLINE DATED:** Jan, 2010

APPROVED:	“Angelique Lemay”	Dec. 2010
	_____	_____
	CHAIR, COMMUNITY SERVICES	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3 hours per week/16 weeks

Copyright ©2011 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health & Community Services (Criminal Justice)
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course will introduce 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 student will demonstrate the 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. 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 (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 the effectiveness of programs
- e. outline and discuss 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 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
- 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, Whitelaw, Nelson /Thompson Learning

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.

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%	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. 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.