

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, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Describe the origins and development of private security in Canada and the United StatesPotential 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 securityPotential 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 securityPotential 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. **Write complete, 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. 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

The following semester grades will be assigned to students:

<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	49% or less	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:

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.

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 Objectives 1-7

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 closed, 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.