

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 the 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. have a basic understanding of the differences between traditional policing and community based policing
- e. identify 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 the effectiveness of programs
- e. outline mediation processes used by police

4. Identify and describe public relations and community policing (notes)

Potential Elements of the Performance:

- 4.1 define the term public relations
- 4.2 identify political and legislative factors that influence community policing
- 4.3 explain the relationship between public relations and community policing
- 4.4 discuss media relations and explain its role in community policing

5. Identify and apply elements of volunteerism (Notes)

Potential Elements of the Performance:

- 5.1 identify and describe the profile of a community volunteer
- 5.2 have a basic understanding of policies and procedures that are applicable to volunteers
- 5.3 draft a job description for a volunteer
- 5.4 explain the recruitment and selection process
- 5.5 explain the training, supervision, and scheduling considerations for volunteers
- 5.6 identify techniques for motivating volunteers
- 5.7 successfully complete 30 hours of volunteer experience with an approved agency

III. TOPICS:

- 1. Policing in Canada
- 2. Understanding Community Policing
- 3. Crime Prevention
- 4. Volunteerism
- 5. Public and Media Relations

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>Volunteer 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.	

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.

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.