



COURSE OUTLINE

PFP0306

Prepared: Alan R. Montgomery Approved:

Course Code: Title	PFP0306: COMMUNITY POLICING I FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	17F
Course Description:	This course will introduce students to the theory and models of community policing. Problem solving modes and alternate dispute resolution strategies will be examined. Community development and involvement in dispute resolution will be discussed. Public relations and crime prevention strategies will be researched and explored.
Total Credits:	3
Hours/Week:	3
Total Hours:	3
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
General Education Themes:	<p>Civic Life</p> <p>Social and Cultural Understanding</p> <p>Personal Understanding</p>
Course Evaluation:	Passing Grade: 60%, C



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Other Course Evaluation & Assessment Requirements:

Completion of thirty (30) hours of mandatory community service is required to successfully pass this course.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	30%
Examinations	70%

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Outline the evolution of policing in Canada

Learning Objectives 1.

- Outline the origin and evolution of policing
- Outline the structure of contemporary policing in Canada
- Outline police accountability issues in Canada
- Outline the context of police work
- Outline the trends in policing

Course Outcome 2.

Outline the theories and models of community base policing in Canada

Learning Objectives 2.

- Describe the traditional model of policing
- Discuss measures of police effectiveness
- Define and identify the principles of community policing
- Compare and contrast differences between traditional policing and community based policing
- Identify and discuss key sections of the Police Services Act related to community policing
- Identify the key players and their role in community policing



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Course Outcome 3.

Outline the responses to and prevention of crime within the community policing framework

Learning Objectives 3.

Define crime attack strategies, community service approach and crime prevention programs
List and describe primary, secondary and tertiary prevention programs
Describe CPTED principles to prevent crime
Outline and discuss the effectiveness of programs
Outline and discuss mediation processes used by police

Course Outcome 4.

Identify and describe public relations and community policing

Learning Objectives 4.

Define the term public relations
Identify and describe political and legislative factors that influence community policing
Explain the relationship between public relations and community policing
Analyze media relations and explain its role in community policing

Course Outcome 5.

Identify and apply elements of volunteerism

Learning Objectives 5.

Identify and describe the profile of a community volunteer
Explain policies and procedures that are applicable to volunteers
Draft a job description for a volunteer
Explain the recruitment and selection process
Explain the training, supervision, and scheduling considerations for volunteers



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Identify techniques for motivating volunteers
Successfully complete 30 hours of volunteer experience with an approved agency

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. 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.

D. Assignments may be modified in the following ways:



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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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.