

**Justice Institute of British Columbia  
COURSE OUTLINE**

**Course Code: LESD 209**

**Course Title: Contemporary Issues in Law Enforcement**

**Prerequisite Courses: LESD 100, LESD 101, ENGL 100, RESM 200**

**School: Public Safety and Security**

**Division/Academy/Centre: Justice and Public Safety**

**Previous Course Code & Title: LESD 208 Major Project**

**Course First Offered: January 2012**

<b># of Credits:</b>	<b>3.0</b>
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**Course Description:** This course covers the historical development of law enforcement in the western world as a component of the total justice system. Specific topics examined include: the development of policing in Canada, law enforcement organizations and structures, high risk policing, responsibilities and functions, community and problem oriented policing, police authority, and police stress. Key issues include the use of force by law enforcement professionals, corruption, accountability; ethics in law enforcement and the political dimension of law enforcement are examined in detail

**Course Goal(s):** This course will provide students with an overview of major issues facing law enforcement professionals in challenging times. Students will then complete a major project based on an approved topic in the area of contemporary law enforcement.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. describe principles, practices, and the structure of law enforcement in Canada;
2. differentiate myths from actual practices of law enforcement;
3. critically evaluate key issues of contemporary policing.
4. define key elements
5. analyze future trends in law enforcement

**Course Topics/Content:**

- Law enforcement in a historical context
- Mega trends in law enforcement
- Use of force issues
- The criminal justice system
- Stress and mental health issues in law enforcement
- High risk policing
- The role of the media in law enforcement
- Accountability and corruption

**Text and Resource Materials:**

**Required:**

Griffiths, Whitelaw, Parent (1999). Canadian Police Work ITP Nelson Publishing.

**Recommended:**

Curt Taylor Griffiths, Richard B. Parent, & Brian Whitelaw, Community-Based Strategic Policing, Nelson Thomson Learning, 2004

**Course Level:**

	First Year	xx	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	42			

**Comments on Delivery Methods:**

**Course Grading System:**

xx	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	40%	Project	40%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting: Students will complete a major project for the majority of their grade. Project proposal and oral presentation on their project will provide the other components**

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.