



**ONCAT Project 2014-07  
Developing a Comprehensive  
Diploma-to-Degree Online  
BA/BSc in Policing at  
Wilfrid Laurier University**

**Report Prepared for the  
Ontario Council on Articulation and Transfer  
(ONCAT)**

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## Section One: Introduction

This project originally proposed to develop a comprehensive diploma-to-degree program for students who had earned a Diploma in Police Foundations from Algonquin, Cambrian, Canadore, Confederation, Durham, Fanshawe, Georgian, Humber, Lambton, Loyalist, Mohawk, Niagara, Northern, Sault, Seneca, Sheridan, St. Lawrence, Fleming or St. Clair College. Laurier sought the development of a 2-year curriculum that admitted students who had demonstrated the core competencies outlined in the Police Foundations Program standard and who had subsequently been employed by a policing department or division in Ontario.

Through numerous consultations and after receiving the consultant's report from the interviews conducted with police leaders across Canada (discussed in more detail in [Section Two: Program Development Process](#)), as well as with the difficulty incurred trying to include science-based forensics courses into the limited space for curriculum in this 2+2 degree program, it was decided that changes were required to the original proposal. As such, the new proposal is for an Honours Bachelor of Arts in Policing, which will be a 20.0 credit undergraduate degree delivered in the Faculty of Human and Social Sciences (FHSS). Students admitted to this program must be serving police officers and have successfully completed a related College diploma program. The specialized program will be delivered fully online in order to meet the demands of students' work schedules, as well as to make the degree available to officers across the country.

## Section Two: Program Development Process & Dates of Implementation

The Dean of the Faculty of Human and Social Sciences (FHSS) began discussions with faculty regarding a possible degree in Policing as early as 2010. Evidence of changes to the demands of police in responding to societal issues had become apparent to both police leadership and to faculty members, particularly those in Criminology. A Program Development Committee on Policing Studies consisting of the Dean and faculty from Criminology, Psychology and Leadership (three of the four programs in FHSS), was struck to explore the idea for this program. The Committee researched the scope of the curriculum, potential enrolment, the policies related to the transition from college/career to degree programs, and how to make career advancement visible and easy to navigate.

In order to move the project forward and to provide a communication link to police organizations, [BD MacKnight Consulting](#) was hired to provide support and advice to the Committee. Barry MacKnight has significant experience in the field of policing and a multitude of contacts in the leadership of police organizations. BD MacKnight Consulting led interviews with 34 police leaders across Canada (not including Manitoba and Newfoundland and Labrador), which validated the Committee's discussions and provided further insight into areas where a policing degree could support and complement police development. The experience and input of the consultant has helped to ensure the curriculum addresses the educational needs of police officers and agencies, while the Committee has continued to ensure the educational integrity and quality of the courses. The final report from the consultant has been included as [Appendix 1](#) below.

Aside from interviews conducted by the consultant, conversations have also been held over the past three years with police administration and officers in Brantford and Waterloo, as well as with members of the Ontario Provincial Police and the Ontario Police College. The need for programs that recognize the challenges faced by officers looking to upgrade their educational qualifications and the fact that many officers cannot participate in programs that employ traditional models of delivery were stressed, as well as the fact that police organizations need officers who are better equipped to understand the complex dynamics of policing in a modern liberal democracy. Representatives from the Ontario Police College met with the Committee to express their support and contribute ideas on pathways and curriculum for this program. They confirmed that candidates holding university degrees were generally preferred for leadership roles in the police force and that they expect having a university undergraduate degree will become a requirement for most police leadership roles in the near future. The timely development of this degree was strongly encouraged and possible routes to undergraduate, as well as graduate studies, in collaboration with the OPC were discussed. The College representatives contributed their course outlines and program information, and also reviewed how a partnership with Laurier might benefit police through a transfer credit agreement towards a university degree.

A Research Assistant and two part-time Criminology Master's students were hired to research information on programs at other institutions in Canada, the United States and the

United Kingdom, and to further assist with the development of course offerings and program outcomes. Led by the Associate Dean of Program Development, the research assistants have also contributed to program goals, course development and selection of offerings. Working in collaboration with the Educational Developer in the Centre for Teaching Innovation and Excellence, they identified and presented course learning outcomes to the Committee.

Collaboration with the Centre for Teaching Innovation and Excellence was ongoing throughout the research and proposal drafting stages. The Committee worked with the Manager of Online Learning to determine the capabilities and potential limitations of an online degree. Laurier's online learning department is recognized by the province as a leader in quality online learning. The [Centre for Online Learning](#) has expressed their support for and approval of this first complete online degree of its kind in Canada and the first intentionally online degree at Laurier. Recruitment and Admissions have also expressed their support for the Policing program, stating that it is well-suited to be the first online degree. They believe that with the large target audience and support from police leadership, launching this program will be a low risk endeavour.

Throughout the summer and early fall 2014, the new program proposal for an Honours Bachelor of Arts in Policing was written by the Central Academic Unit in consultation with the Program Development Committee. Among other details, the proposal package includes the program rational, course descriptions, learning objectives and measurable outcomes. The proposal was passed through the FHSS's Divisional Council on October 6, 2014. Following this, the Program Review Sub-Committee approved the proposal to move forward to external review and selected reviewer candidates, based on suggestions made by the Program Development Committee. In January 2015, a desk review of the proposed Policing program was conducted by Dr. Rick Ruddell (University of Regina, external reviewer, lead reviewer) and Dr. Judy Eaton (internal reviewer). The External Reviewer's Report was sent to Laurier early in 2015. The report was generally very supportive and positive, suggesting 19 recommendations for expansion and consideration. The Program Development Committee has drafted and submitted the Internal Response to the External Reviewer's Report, which responds to each recommendation individually. Where agreed upon and possible, the recommendations have been incorporated into the New Program Proposal. The proposal was approved by the Senate Academic Planning Committee at their meeting on March 23, 2015. SAPC reviewed the proposal package and made a recommendation to Senate. Senate Finance also reviewed the proposal package to assess the resource implications of the proposed program and made a recommendation to Senate at their March 25, 2015 meeting. Finally, Senate will review the proposal package, as well as the recommendations from SAPC and Senate Finance, at their April 15, 2015, meeting. Senate will vote on whether to approve the proposal package and send it forward to the Quality Council for approval and to the Ministry of Training, Colleges, and Universities (MTCU) for funding approval. It is at this point that Laurier may advertise the program with the permission of the Vice-President: Academic. Factoring in time for Quality Council and MTCU processes, a January 2016 launch date is expected.

## Section Three: Analysis of the Program

### Program Learning Outcomes

Due to the entry requirements for the program, all incoming students will be granted 10.0 transfer credits. 6.0 credits will be granted for a related college diploma (prior learning assessment on an individual basis will be given for students who have a mix of College and/or University credits, but no diploma or degree). 3.0 credits will be granted for any police academy/police college diploma and 1.0 credit will be granted for the mandatory completion of the Ontario Police College (OPC) [Front Line Supervisor](#) (FLS) course, which is being made fully available online. In addition, students will be required to have a minimum of one year full-time work experience in a policing organization. Requiring students to have successfully completed a college degree program reflects the interests of province of Ontario in increasing collaborations, partnerships and pathways between colleges and universities. This degree draws on the expertise of both college and university institutions to provide state-of-the art instruction and pedagogy in Policing.

The inclusion of the OPC FLS course is based on recommendations from the “Strategic Human Resources Analysis of Public Policing in Canada” to increase collaboration, cost savings and efficiencies by sharing the design, development and delivery of training for skills and knowledge that are common to policing across jurisdictions.<sup>1</sup> Students would be granted 1.0 transfer credit for the successful completion of this course, which is offered online by OPC and has attracted students globally. The FLS course has three-modules that are designed for officers within the promotional process or new police patrol supervisors who have been supervising for one year or less. It includes curricula on communication skills, leadership, organizational skills, performance management, and self-management, as well as extensive journaling exercises. If this course has not been completed prior to enrollment in the Policing degree at Laurier, students will have until the completion of the degree program to fulfill the FLS course requirement.

Although related college diplomas in addition to Police Foundations will be accepted for admission, the learning outcomes for the BA in Policing will primarily build upon the prior learning experiences that students in Police Foundations programs receive. The Police Foundations diploma programs at Ontario’s publicly-funded colleges share started Program Learning Outcomes that address Vocational competencies, General Education competencies and Essential Employability skills.<sup>2</sup> As such, the program learning outcomes for the BA in Policing will include the Vocational Learning Outcomes that inform all Police Foundations diploma programs, which are as follows:

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<sup>1</sup> “Strategic Human Resources Analysis of Public Policing in Canada,” pp. 5.

<sup>2</sup> Police Foundations Program Standard, MTCU, August 2010.

1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.
2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.
3. Be accountable for one's actions when carrying out all tasks.
4. Develop and implement ongoing effective strategies for personal and professional development.
5. Ensure the respect of human rights and freedoms in all interactions.
6. Work co-operatively in multidisciplinary teams to achieve mutual goals.
7. Collaborate in the development and implementation of community policing strategies.
8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.
9. Mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.
10. Take positive actions to help crime victims.
11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.

On this foundation of vocational skills and general education, the BA in Policing strives to provide an educational experience that allows students to deepen their knowledge base in the psychological, sociological, leadership and technical aspects of police work; achieve a greater degree of intellectual autonomy; and pursue professional advancement. Through the below listed program learning outcomes, it is expected that upon completion of the BA in Policing, students should be able to:

- Demonstrate knowledge of historical, social and political contexts in the development of modern police response strategies in Canada.
- Articulate the major methodological, theoretical and political debates in contemporary criminology and criminal justice.
- Select appropriate qualitative and quantitative research methods and apply these methods to analyze and interpret data.
- Interpret research projects and results in law enforcement, including data collection, organization, and reporting of findings.
- Apply criminological and psychological theories and perspectives to interpret and critique contemporary law enforcement issues (e.g. corruption, excessive force, racial profiling, cybercrime, youth crime).
- Demonstrate an understanding of and appreciation for the complexity of Indigenous justice systems and identify the role of law enforcement officials in First Nations communities.

- Demonstrate intercultural competence and sensitivity and apply these skills in working with marginalized populations.
- Acknowledge the implications that group-based biases, such as racial, religious, and gender, have on law enforcement work.
- Utilize leadership skills to conduct and evaluate performance assessments for law enforcement personnel.
- Review and interpret policy surrounding law enforcement program development, implementation and evaluation.
- Recognize and assess the limits of law enforcement interventions.
- Demonstrate knowledge of the effects and consequences of experiencing trauma and critical incidents to develop the ability to maintain resiliency in personal and professional relationships.
- Develop and demonstrate personal wellness and self-care strategies (e.g., resilience, renewal).
- Respond to criticism and feedback respectfully and non-defensively.
- Engage in ethical conduct in police work and accept accountability for one's actions.
- Maintain neutrality to resolve/stabilize personal and professional conflict involving marginalized populations such as those living in poverty, First Nations, and minority populations.
- Communicate clearly and confidently both orally and in writing to different audiences.
- Craft and deliver arguments using sound reasoning and argumentation.
- Collaborate and communicate courteously and respectfully with different stakeholder groups (e.g. peers, police chiefs, government agencies, community, First Nations).
- Recognize the role of social media in law enforcement and use discretion, courtesy and professionalism when using social media platforms.
- Recognize the importance of and develop an interest in staying current with best practices.



## Undergraduate Degree Level Expectations and Program Learning Outcomes

The following table demonstrates the alignment between the program learning outcomes for the BA in Policing with the institutional and provincial Undergraduate Degree Level Expectations (UDLEs). The program outcomes were developed using the UDLEs as a framework to ensure that in demonstrating achievement of the program outcomes upon completion of their degree, students had also met the UDLEs.

ALIGNMENT BETWEEN UNDERGRADUATE DEGREE LEVEL EXPECTATIONS AND PROGRAM LEARNING OUTCOMES	
Undergraduate Degree Level Expectation Category	Associated BA Policing Program Learning Outcome(s)
Depth and Breadth of Knowledge	<ul style="list-style-type: none"><li>• Demonstrate knowledge of historical, social and political contexts in the development of modern police response strategies in Canada</li><li>• Articulate the major methodological, theoretical and political debates in contemporary criminology and criminal justice</li><li>• Demonstrate an understanding of and appreciation for the complexity of Indigenous justice systems and identify the role of law enforcement officials in First Nations communities</li></ul>
Knowledge of Methodologies	<ul style="list-style-type: none"><li>• Select appropriate qualitative and quantitative research methods and apply these methods to analyze and interpret data</li><li>• Interpret research projects and results in law enforcement, including data collection, organization, and reporting of findings</li></ul>

Application of Knowledge	<ul style="list-style-type: none"> <li>• Apply criminological and psychological theories and perspectives to interpret and critique contemporary law enforcement issues (e.g. corruption, excessive force, racial profiling, cybercrime, youth crime)</li> <li>• Demonstrate intercultural competence and sensitivity and apply these skills in working with marginalized populations</li> <li>• Demonstrate knowledge of the effects and consequences of experiencing trauma and critical incidents to develop the ability to maintain resiliency in personal and professional relationships</li> <li>• Develop and demonstrate personal wellness and self-care strategies (e.g., resilience, renewal)</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Communicate clearly and confidently both orally and in writing to different audiences</li> <li>• Recognize the role of social media in law enforcement and use discretion, courtesy and professionalism when using social media platforms</li> <li>• Craft and deliver arguments using sound reasoning and argumentation</li> <li>• Collaborate and communicate courteously and respectfully with different stakeholder groups (e.g. peers, police chiefs, government agencies, community, First Nations)</li> </ul>
Awareness of Limits of Knowledge	<ul style="list-style-type: none"> <li>• Recognize and assess the limits of law enforcement interventions</li> <li>• Acknowledge the implications that group-based biases, such as racial, religious, and gender, have on law enforcement work</li> </ul>

Autonomy and Professional Capacity	<ul style="list-style-type: none"> <li>• Respond to criticism and feedback respectfully and non-defensively</li> <li>• Engage in ethical conduct in police work and accept accountability for one's actions</li> <li>• Utilize leadership skills to conduct and evaluate performance assessments for law enforcement personnel</li> <li>• Review and interpret policy surrounding law enforcement program development, implementation and evaluation</li> <li>• Recognize the importance of and develop an interest in staying current with best practices</li> <li>• Maintain neutrality to resolve/stabilize personal and professional conflict involving marginalized populations such as those living in poverty, First Nations, and minority populations</li> </ul>
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## Course Descriptions

In order to achieve the program learning outcomes, all students in the Honours BA degree in Policing will take 20 required courses for a total of 10.0 credits, as outlined below. The required courses introduce students to a broad variety of concepts in Policing, specifically targeting the areas of concentration where police leaders believe further training is required. The courses have been labeled to reflect the level of expected analysis students will be undertaking. A curriculum map demonstrating the relationship between the required courses in the program and the program learning outcomes has been included as [Appendix 2](#). There are five courses that are prerequisites to all other courses, namely:

- PD100 – Models of Policing
- PD101 – Communications for Policing
- PD200 – Police Psychology
- PD201 – Intercultural Communication in Policing
- PD202 – Leadership and Career Development in Law Enforcement

These courses introduce topics and skills that are fundamental for all other courses. Once the introductory courses are completed, courses can generally be re-ordered based on availability and interest. Only three courses have additional prerequisites (PD400 – Research Methods II, PD402 – Indigenous Peoples' Political Structures, and PD403 – Immigration and Conflict Zones). These courses build on knowledge gained in the pre-requisite lower-level courses.

**PD100 Models of Policing (0.5 credit)**

This course reviews international models of policing to trace the development of modern police response strategies in Canada. The course traces the historical, social, and political contexts surrounding the incorporation of police response strategies over time. Students will theorize about how the role and nature of police work differs under each model of policing, and identify solutions to problems that modern strategies face.

**PD101 Communications for Policing (0.5 credit)**

This course will provide an introduction to research and theories in the field of Interpersonal Communications and how this information relates to individuals inside and outside of organizations. Communication skills are probably the single most important skill required to be successful in business and in personal relationships. Research has shown that effective communications skills are as necessary to career advancement as technical competence, work experience and academic qualifications. In addition, this course focuses on building and enhancing your knowledge in the kinds of communications skills that employers expect.

**PD200 Police Psychology (0.5 credit)**

This course will introduce students to the techniques used to measure and assess police personnel, and deepen their understanding of the on-the-job experiences that can affect the mental health of police personnel. Students will learn about intelligence and personality testing, the effects of experiencing trauma and compassion fatigue, the importance of stress management, self-care, and fit-for-duty assessments.

**PD201 Intercultural Communication in Policing (0.5 credit)**

Intercultural Communication in Policing introduces students to the field of intercultural communication in order to recognize the challenges faced by law enforcement officials in understanding and interpreting the behaviours, actions, and attitudes of individuals in conflict within their own communities, within the larger community, and with the law. Topics include postmodern theory, post Marxism and cultural studies, critical race theory, race, racism, and representation.

**PD202 Leadership and Career Development in Law Enforcement (0.5 credit)**

Increasingly, leadership skills, capacity, and awareness are needed by members of today's law enforcement organizations. This course provides an overview of the leadership approaches – historical and contemporary, the role of context in determining leadership approaches, the crucial relationship of leadership and followership, and leadership strategies for building



relationships and motivating others. Self-awareness is a fundamental element to leadership development. Through self-assessments and leadership skills development exercises you will also have the opportunity to gain insights into your own leadership style – the strength of your style and ways to enhance your leadership skills and capacity.

### **PD203 Diversity & Inclusion within the Force (0.5 credit)**

Introduces students to topics to contribute to a working environment that is equitable and free of discrimination, harassment and disruptive of systems of advantage. Students will recognize and welcome the strengths of diversity within the force. Topics include the difference between diversity and inclusion (and the benefits of each), hegemonic masculinity, privilege, intersectionality, and allyship.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD204 Reasoning and Argumentation in the Criminal Justice System (0.5 credit)**

This course focuses on developing the principles of logical reasoning and argumentation. Students will be able to identify arguments, analyze their structure, and critically assess their validity. By learning the necessary skills to analyze informal reasoning, students will improve their reasoning, cognitive, communication, and critical thinking skills, contributing to their ability to present sound arguments.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD205 Psychology and Law Enforcement (0.5 credit)**

This course will apply psychological principles and concepts to law enforcement. Students will increase their competency and understanding of interviewing, interrogation, hostage negotiation, eyewitness testimony, and offender profiling.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD300 Research Methods I (Quantitative Methods) (0.5 credit)**

An introduction to statistical and geographic research methods, with an emphasis on the understanding and use of these procedures in law enforcement. Students will become familiar with designing research questions, constructing hypotheses, identifying types of variables, assessing reliability and validity, selecting appropriate research methods, and understanding elementary quantitative and spatial data analysis.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD301 Policing a Complex and Diverse Community (0.5 credit)**

Examines key historical and sociopolitical issues in law enforcement practices to recognize their impact on marginalized populations. Students will expand their cultural awareness and improve intercultural communication skills to work more effectively and judiciously in a diverse community. Topics include critical race theory, cultural diversity and sensibility, tactical communication practices, and racial profiling.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD302 Indigenous Communities and Policing (0.5 credit)**

This course examines historical trauma and its generational impacts on First Nation Peoples. Students will learn from elders to better understand respectful ways of practicing law enforcement in First Nations communities and with Indigenous Peoples. They will learn to engage and acknowledge the varying supports and integral roles law enforcement officers offer in First Nations communities. The goal of this course is for law enforcement officials to gain a diverse understanding of the issues that face First Nations communities. Z

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD303 Mental Health, Addiction, and Crime (0.5 credit)**

This course focuses on the interaction between mental health, addiction, and crime as faced by officers in the line of duty. This course exposes students to various mental health and substance abuse disorders using real case scenarios alongside the students' personal experiences. Students will become familiar with risk assessment and management techniques, anti-drug legislation in Canada, the *Controlled Drugs and Substance Act*, and legislative progress made on the War on Drugs. By the end of this course, students will be aware of the victimization/stigma associated with mental health, substance abuse disorders, and criminal justice policy.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD304 Domestic Violence (0.5 credit)**

This course provides an in-depth analysis of issues surrounding domestic violence, including gendered power relationships, under the broader framework of the sociology of gender. Students will examine the various manifestations of domestic violence, including physical, sexual, psychological, social, and economic abuse of intimate partners, children, and elders. The types of interventions used to address domestic violence, as well as their costs, benefits, and limitations will be considered.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD305 Media, Social Media, and Crime (0.5 credit)**

This course will examine the impacts of social media platforms such as Facebook, Twitter, and YouTube on law enforcement and investigation practices. Students will learn how to effectively communicate with the general public through social media platforms. Students will be exposed to the current policies and legislation dealing with Social Media including the Freedom of Information Act, protection of privacy, and delivering sensitive information. Conversely, students will be exposed to cultural criminal theories, critical Marxist theories, and Foucauldian theory. In addition, students will identify how real-time virtual public platforms allow law enforcement officials to discover, conduct, and analyze evidence in solving online crimes. In turn, law enforcement officials will be able to use social platforms as agents of social control to assist in reducing the amount of online/virtual deviance, i.e., cyberbullying.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD306 Ethics, Corruption, and Police Accountability (0.5 credit)**

This course will explore contemporary issues of ethics, corruption, and accountability for law enforcement personnel. Specifically, this course will also explore how police institutions, the media, the public, and overseeing bodies respond to allegations of unethical or improper conduct by law enforcement. Students will apply relevant criminological theories to understand well-known cases of police corruption, racial profiling, noble cause policing, and use of excessive force. Students will understand how the powers afforded to police may be used to both uphold and undermine legitimate police practices.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

### **PD400 Research Methods II (Qualitative Methods and Legal Research) (0.5 credit)**

This course provides students with training in qualitative and legal research methodologies. The content of this course is divided into three sections. The first segment is designed to introduce students to the various epistemological differences between qualitative and quantitative methodology. The second segment exposes students to qualitative research design including research ethics, theoretical grounding, data collection techniques, and organization, interpretation, and reporting of data findings. The third section provides students with the opportunity to build on their knowledge, communication, and analytical skills to make effective and legally defensible arguments.

*Prerequisites: PD100, PD101, PD200, PD201, PD202, PD300*

### **PD401 Civil Unrest: The State's Use of Force Against its Citizens (0.5 credit)**

This course is designed to allow students to build upon either their work experience and/or previous security training. In this course, students will learn how to apply use of force theory along with the basic physical skills required to de-escalate/escape, mediate or gain control of human crisis situations. Students will use a multidisciplinary theoretical approach to identify the

root causes of civil unrest and the importance of social media. Using case studies as examples, students will learn how to communicate, manage, and ensure officer safety mechanisms such as principles of riot control that are set in place during periods of citizens/ civil unrest. Topics include the legal provisions for the use of force, the “fleeing felon” rule, police acts and standards, and liability of police use of force. By the end of the course, students will have the knowledgeable and transfer skills to control and prevent civil riots using the appropriate force.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*

#### **PD402 Indigenous Peoples’ Political Structures (0.5 credit)**

First Nations Political Structures introduces students to First Nations Peoples’ laws and institutions, and criminal justice systems. In this course, students will gain awareness of the importance of preserving Indigenous justice systems. Students will develop an understanding of the effects of Western judicial systems and the strains they create for First Nations Peoples relationships with Western governments. Topics include indigenous identities, government policy implications, tensions between law enforcement officers and Indigenous Peoples on and off reserves, self-development, and colonialism.

*Prerequisites: PD100, PD101, PD200, PD201, PD202, PD302*

#### **PD403 Immigration and Conflict Zones (0.5 credit)**

An emphasis will be placed on providing law enforcement officers with the necessary skills to recognize, accept, and be mindful of ethnic, racial, gender, religious and other forms of diversity within Canada. Using current case examples, students will be able to understand the importance of collaboration/consultation with community agencies, stakeholders, and police chiefs to formulate new tactical approaches to crime within conflict zones. By the end of this course, students will have achieved the necessary skills to identify, address, and maintain neutrality to resolve/stabilize external involvement with marginalized populations such as people living in poverty, First Nations, and ethnic minorities. Additionally, they will have gained the necessary skills in resolving and stabilizing personal conflict within a multicultural workplace.

*Prerequisites: PD100, PD101, PD200, PD201, PD202, PD301*

#### **PD404 Cybercrime (0.5 credit)**

This course offers an in-depth exploration of the legal, social, and technical issues related to cybercrime within a globalized context. Emerging legal responses to cybercrime will be discussed with reference to challenges facing law enforcement. Applied issues in cybercrime will also be considered, including the collection of digital forensic evidence, the preservation of rights guaranteed under the *Charter*, and the logistics of leading cybercrime investigations across international jurisdictions. Relevant criminological theory will be used to guide discussions of the methods and motivations of cybercriminals.

*Prerequisites: PD100, PD101, PD200, PD201, PD202*



# Appendix 1: BD MacKnight Consulting Final Report

BD MacKnight Consulting

June 2014

## Consultation Report: Canadian Police Leaders on the WLU Policing Degree Program

### Introduction:

Beginning in November of 2013, a series of informal interviews were conducted with 34 police leaders from across Canada. Most often by phone, the interviews were informal in structure but did generally follow a similar thematic path. All interviewees were informed that WLU was developing a bachelor program in policing that, in its first phase, would focus on officers who have been working for about 5 years, at least, in policing. The officers would receive approximately 2 years of credit toward the 4-year degree in recognition of their training and experience, and would complete the remaining 2 years of courses online. The interviewees were asked to provide their perspective on the type of subject matter that would be beneficial to officers with that level of service, and depending on the nature of the discussion, some or all of the following questions were used to stimulate discussion:

- Are there obvious gaps in the training/education of police officers that you or your agency have already identified?
- What are some of the key characteristics of good employees?
- Are there key friction points that emerge consistently in public complaints against officers?
- To what degree are new officers aware of the challenges facing police officers?
- To what degree are new/experienced officers aware of the fundamentals of policing in a liberal democracy?
- To what degree are new/experienced officers aware of the complexities of the social drivers of crime?

It is worth noting that the interviewees were, without exception, highly engaged in the interviews and expressed great satisfaction in being consulted by WLU.

### The Interviewees:

The people interviewed for this report represent an accurate cross section of Canadian police leaders. They came from 14 different municipal or regional police agencies, one provincial police agency (OPP), one First Nations regional police agency, and the RCMP. There were 12 Chiefs of Police, 5 Deputy Chiefs, and a number of senior managers. There was one former Chief of Police, now a Deputy Minister of a provincial department of policing and corrections, and one director of a police academy. There were Chiefs from very small and very large agencies, and several RCMP members who are, or were in the last 3-5 years, part of the executive management team of the national police force. In all cases, the interviewees spoke passionately about the education of the employees they lead.

The interviewees were not selected at random. Except for 1 or 2, each of them is a person with whom the consultant is quite familiar, and each has shown a particular thoughtfulness in addressing some of the more confounding issues facing the policing profession.

While there was no specific effort made to ensure that each region or province was represented, most regions of the country are, and the only provinces not represented are Manitoba and Newfoundland & Labrador. There is also no interviewee currently serving in Canada's North. Having said that, there is a

high degree of confidence that the issues touched upon by the interviewees accurately represent the current thinking within the police leadership community regarding the educational needs of police officers currently serving Canadian communities.

Much the same as Canadian police officers in general, the levels of education and diversity of background experience among the interviewees are perhaps different than some would expect given that they are all in very similar occupations. There are various combinations of business degrees, liberal arts degrees, and trade certifications. There are law degrees, master degrees, and doctorates. On the other hand, the group is overwhelmingly white and male, which is typical of police leadership in Canada at this time.

### The Results

There were a number of broad themes that emerged throughout the interviews, all of which have been touched on in the committee's discussions thus far. There were no surprises. The consultation has validated the direction that the committee has taken to date, from establishing the proper entry point to the type of courses that will be offered.

- Leadership
- Ethics
- Basic Communications
- Canadian Society and the Police
- Management Principles and Practices
- Organizational Behaviour
- Building Resilience
- Diversity
- Contemporary Policing Strategies

**The entry point** that the Policing Degree Committee has been discussing (5-7 years service in policing) appears to be well supported by the police leaders. The officers at this service level have reached the point where they are achieving a high level of competency within some groups of technical and functional competencies that they apply in the course of their duties. While certainly continuing to learn and develop, many are demonstrating the ability to lead small groups, and to take on the responsibilities associated with supervising employees. These officers, who are often in semi-formal leadership positions, and are always informal leaders to other members, are certainly formal leaders to the community simply by virtue of the position they hold. They are, in short, taking shape and being focused toward more complex and demanding roles. This is a key point in officer development. One of the police leaders put it this way:

*At this point the organization is starting to consider the potential of the officer for future development and assignment - both go hand and hand in the sense that those judged to have higher potential often also attract more investment and subsequently often more interesting assignments in roles that are either specialized or leadership focused along a development path. Those who have not demonstrated - or have not shown potential relative to peers - are starting to see a routine to their work that the less self-motivated or weaker subjects to the marshmallow test (maturity and willingness to delay gratification and build their skills) can begin along a path to cynicism and what Gilmartin<sup>1</sup> calls "I usta's". Soon after this, around the 7+-year point there can be an equal fall-off in commitment and attitude should the officer not have received development nor some sought-after duty assignment. Those not getting attention are the same who use the word fairness regularly. Disengagement, or worse overtly working against the organization and its management, is very costly in terms of lost potential, consumed energy on the wrong things, and generally being a nuisance or threat.*

**The need for educational opportunities for the many civilian support staff** working in police agencies did come up on a number of occasions. Over the past 5 years, police agencies across Canada have been grappling with financial pressures due to the increasing cost of policing over the last 30 years, notwithstanding the declining rate of crime. Efficiency projects in many agencies have resulted in role re-evaluations, many of which end up bringing forth recommendations to civilianize positions previously held by police officers. This trend is likely to continue, and the civilians filling these positions will be in need of education related to policing. The vast majority of courses under discussion in this project would be equally valuable for any police employee, officer or civilian. The Chief of a large Canadian Municipal agency spoke of the issue of civilianization,

*We have just come through an internal organizational review and we have identified close,... over 200 positions in our organization that we are civilianizing, including positions that had previously been filled by uniformed senior officers, we are civilianizing those positions because quite frankly, they did not require the authority of a police officer, or the experience of a police officer. It a different type of experience required for the job, we are going civilian.*

**The alignment or mapping of courses to the Police Sector Council competencies** received strong endorsement from the police leaders. For those agencies with competency based performance management systems, the mapping provides a simple method for selecting courses that address an employee's acknowledged developmental need, or perhaps are part of the role profile of a positions where the student desires to move. In addition to these practical advantages, it is a clear sign to the police community that WLU understand the needs of police officers and police agencies.

**Leadership**

The term "leadership" is mentioned over and over again in the interviews; not in relation to positions of rank or authority necessarily, but more so in relation to those leadership competencies that apply to employees throughout the rank structure of any organization. If, for the purpose of this discussion, we take the meaning of leadership to be *the ability to influence others to achieve a mission or goal*, it is likely that it is a desired outcome or state reached through study and activities in a number of different areas, rather than simply a course of study unto its own. A key component of leadership mentioned in the discussion with the police leaders was *self-awareness*.

While leadership competencies are more heavily weighted at senior levels, there are leadership competencies at all levels. For example, in the Police Sector Council (PSC) Constable Competency profile, Ethical Accountability is one of two leadership competencies that are included in the constable role.

It is clearly acknowledged by many police leaders that the well documented, and often troubling, incidents of police misconduct in various police organizations over the last 15 years are a manifestation of a crisis of leadership rather than one of technical or functional competency at the line-officer level. One of the interviewees stated,

*I think our gap is in leadership, ethical decision making, critical thinking, the art of speaking to human beings, the informal conflict management, understanding human behaviour in the workplace, and maximizing the potential of those under your command.*

There are a number of study areas discussed by the committee thus far, and from the list that was sorted and circulated in January 2014 the following study areas address the broad issues related to leadership:

- Ethical Decision Making
- Loyalty in an Ethical Organization
- Leadership Skills for Career Development
- Leading and Experiencing Organizational Change
- Performance Management: Supervising and Being Supervised.



**Ethics**

Decisions that police officers make about their personal and professional conduct have implications related to public trust, and impact the ability of the police agency to achieve its mission. Throughout the interviews there was a clear desire to support and enhance the ethical framework of all police officers, and to build a strong awareness and practice of ethical decision making. Ethics training in police agencies in Canada is very common now, but it is universally supported that more is better.

The rigorous education of officers regarding historical police misconduct and corruption is also seen as a necessary context-setting exercise that will improve understanding of the need for vigorous and independent scrutiny of police activities.

The following study areas would address the Ethics theme:

- Ethical Decision Making
- Loyalty in an Ethical Organization
- History of Policing: Corruption, Violence, and Discipline
- The Residential Schools Legacy

**Basic Communications**

This category is largely technical competencies that are dealt with in most liberal arts programs. The gap was raised in every interview as the police leaders lamented the inability of officers to read critically, write clearly, and to communicate complex thoughts and circumstances. Much of the work done by police officers is recorded by them in reports that, once submitted, are subject to disclosure to a variety of agencies. Disclosure of reports that are poorly written, inaccurate, and ambiguous, exposes police agencies to scrutiny, and can impact public trust. The following areas of study address issues of basic communication, but in all likelihood most of the courses in all other subject areas will provide ample opportunity for students to hone these technical competencies.

- Reading for Critical Analysis
- Technical Writing
- Oral Presentation

**Canadian Society and the Police**

The social context within which police officers and agencies address crime and public order was a recurring theme with the police leaders, who saw the poor outcomes for employees who grow increasingly frustrated by the perceived ebb and flow of public support for the police. In the absence of a sophisticated understanding of the drivers of crime, as well as an understanding of the structures in place to oversee police conduct, officers can easily become alienated. Alienation is seen as a factor related to reduced resilience in police officers.

The following study areas would address the Canadian Society and the Police theme:

- Police Governance Models
- Media, Social Media and Crime
- Police Independence and Accountability
- The Police Role in Wrongful Convictions
- First Nations Policing
- The Charter of Rights and Freedoms and the Police

**Management Principles and Practices**

This theme was consistently raised in the context of police officers transitioning into roles that have an administrative element. Team leaders and supervisors, not to mention any police employee taking on a lead role in a police charity function for example, will likely encounter budgeting and project-management tasks. In addition to budgeting and project-management skills, there is an advantage for employees in understanding the functioning of governments. Initiatives being advanced by line units are often subject to formalized decision making processes within agencies. The ability of officers to develop business proposal reports that account for factors such as return on investment, political sensitivities, policy implications, and budget implications, impacts the approval rate for new initiatives.

*If it was me looking at a program, particularly trying to attract a 5-10 (year member), it would be around leadership principles initially, interpersonal skills, in today's environment managing conflict informally, not reverting to process and the abyss that you find yourself in when you default to process all the time, and then moving in to , maybe not an intensive EMBA style curriculum, but one that really focuses on modern business models and management practices. The kind of exercise you need to go through to demonstrate return on investment, value for dollar, and responsible use of public funds.*

The following study areas would address the Management Principles and Practices theme:

- Return on Investment for Policing
- How Governments Function
- Budgets/Taxes/Accountability
- Responsible use of Tax Dollars
- Strategic Planning

#### **Organizational Behaviour**

Police agencies that are not successful in developing good human resource management practices, and modern leadership and management techniques, will inevitably spend a great deal of time and resources in remediating workplace conflict. Police agencies are complex for a variety of reasons: collective bargaining units, external review and audit processes, external oversight processes, professional code of conduct investigations. In addition to these factors, community pressure to be visible and accountable requires that agencies develop sophisticated systems to manage employees and the flow of work.

The following subject areas address a number of concerns that the police leaders raised regarding the culture and behaviour of the police organization.

- Managing Workplace Conflict
- Competency Based Performance Management
- Change Management
- Strategic Planning
- Strategic Management
- Group Dynamics Theory

#### **Building Workforce Resilience**

The subject of resilience in the police workforce resonates clearly for police leaders. The last 5 years have seen an increased understanding of the long term detrimental impacts of operational stress, whether that be through exposure traumatic incidents, which are ubiquitous in policing, or through prolonged exposure to consistently high levels of stress. Many agencies take active steps to assist members in managing operational stress, but much the same as Ethics, it is seen as a subject area that should be continually studied and reinforced. The following subject areas address the issue of resilience:

- Performance Management
- Health and Wellness in the Workplace
- Mental Health and Policing
- Stress Management for Police Officers

**Diversity**

Serving and reflecting the ethnic and social diversity of Canadian communities has challenged the policing and justice systems in Canada. While one stream of this theme is specifically aimed at dealing with the realities of an increasingly diverse client population, the other is focused on Canada's First Nations.

The following subject areas address the issue of diversity:

- First Nations- Residential School Legacy
- First Nations Policing Models and Strategies
- Policing a Diverse Community (LGBTQ)
- Cultural Competency for Police Officers

**Contemporary Policing Strategies**

This theme represents the critical link between theory and operations. Each of the study areas below would ideally provided students with opportunities to study strategies that have been implemented in communities across Canada, while also developing strategies to address real-world, real-time problems that the students are dealing with at that time.

The following subject areas address the issue of Contemporary Policing Strategies:

- Contemporary Community Policing
- Problem Solving, Problem Oriented Policing
- Community Engagement
- Community Partnerships for Policing
- Crime Prevention
- Crime Reductions Strategies

## Conclusions

The subject areas of study that were discussed by the policing degree committee in November 2013, and were further developed and ranked in January 2014, were shared only in some of the interviews, and only when it seemed germane to the discussion. In all cases there was strong support for the approach that WLU is taking. There was no indication at any point that a subject area on the committee's list of priorities was inappropriate. In several of the interviews it was made clear that the program should avoid instruction of investigational techniques, which has of course never been within the scope of this program.

There was much interest, and some concern, about how credit will be given to those who have already accumulated experience, training, and some post-secondary credits. Communication with prospective students in this regard will be critical.

The timing of the initiative is quite good. While there are some institutions already well established in offering courses and programs for police officers, the policing environment is evolving significantly. It appears that WLU has the opportunity to develop a different approach to degree programming for police officers and police civilian employees. There is also now an increase in the "chatter" about raising educational requirements for police officers in some jurisdictions. For example, there is credible information indicating that the RCMP is about to begin a program to recruit employees who are in their 3rd year of a degree program. The candidates would work for the RCMP for the summer after 3rd year, complete their degree, then go in to basic police training. It is unclear when this recruitment program might begin, or what proportion of the overall RCMP recruitment targets this program might be expected to meet.

In the end, the academic rigor of the program will be the subject of scrutiny by some within the police leadership community. On about a dozen occasions, an interviewee, when speculating about what WLU could or might do with this program, would say words to the effect of " ...if they're serious, they will...". There is a clear, and perhaps long history, of questionable programs at the executive and management levels of policing, developed in partnership with educational institutions. These programs have largely been seen for what they are/were- simple courses requiring little commitment from the institution or the student, and support would eventually be withdrawn. The growth of Police Foundations programs, while no doubt of some value with some colleges, is seen by police leaders largely as a revenue generation exercise for colleges that take advantage of the passionate police cadet-in-waiting, without providing value to the student. So, while there was an overall enthusiastic response from the interviewees in this consultation, there was also a sense of caution.

The police leaders are clearly looking for educational opportunities that will challenge their employees, bring value to them personally and professionally, and thereby, also bringing value to the police agency.

WLU's ability to distinguish this program through academic rigor, relevant content, and innovative delivery to the policing professional, will ultimately define its success.

## Appendix 2: Curriculum Map

Program Learning Outcomes	Required Courses																			
	PD100	PD101	PD200	PD201	PD202	PD203	PD204	PD205	PD300	PD301	PD302	PD303	PD304	PD305	PD306	PD400	PD401	PD402	PD403	PD404
Demonstrate knowledge of historical, social and political contexts in the development of modern police response strategies in Canada	I	I								R	R			R				M		
Articulate the major methodological, theoretical and political debates in contemporary criminology and criminal justice	I	I	I	I/R				R		R	R		R		R			R/M		M
Select appropriate qualitative and quantitative research methods and apply these methods to analyze and interpret data									I							R/M				
Interpret research projects and results in law enforcement, including data collection, organization, and reporting of findings							I		R							M				
Apply criminological and psychological theories and perspectives to interpret and critique contemporary law enforcement issues	I		I				I/R	R		R	R	R		R	R	R/M	M	R/M	M	M



Program Learning Outcomes	Required Courses																			
	PD100	PD101	PD200	PD201	PD202	PD203	PD204	PD205	PD300	PD301	PD302	PD303	PD304	PD305	PD306	PD400	PD401	PD402	PD403	PD404
Demonstrate an understanding of and appreciation for the complexity of Indigenous justice systems and identify the role of law enforcement officials in First Nations communities						I					R							M		
Demonstrate intercultural competence and sensitivity and apply these skills in working with marginalized populations		I		I/R		R					R							M	M	
Acknowledge the implications of racial biases on law enforcement work		I	I	I/R		R				R	R						R/M	M	M	
Utilize leadership skills to participate in and evaluate performance assessments for law enforcement personnel					I															
Review and interpret policy surrounding law enforcement program development, implementation and evaluation				I	I	R				R	R	R	R	R	R/M		R/M	M		M
Recognize and assess the limits of law enforcement interventions			I					I/R		R	R		R	R	R/M		R/M	M	M	M
Demonstrate knowledge of the effects and consequences of			I		I/R						R	R			M					



Program Learning Outcomes	Required Courses																			
	PD100	PD101	PD200	PD201	PD202	PD203	PD204	PD205	PD300	PD301	PD302	PD303	PD304	PD305	PD306	PD400	PD401	PD402	PD403	PD404
Collaborate and communicate courteously and respectfully with different stakeholder groups (e.g. peers, police chiefs, government agencies, community, First Nations)	I	I		I/R	R	R			R	R	R			R/M				M	M	M
Recognize the role of social media in law enforcement and use discretion, courtesy and professionalism when using social media platforms		I												R			R/M			M
Recognize the importance of and develop an interest in staying current with best practices	I	I			I/R	R		R		R		R	R	R/M	R/M			M	M	M

**Legend**

**I = Introduce**  
**R = Reinforce**  
**M = Met / Mastered**