

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	<input checked="" type="checkbox"/>
Decision	<input checked="" type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 25 May 2021

FROM: Graduate Studies Committee

SUBJECT: New Program Proposal – Graduate Diploma in Police Leadership

COMMITTEE MANDATE:

In accordance with Section c) of the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “Examine proposals for new graduate degree and diploma programs” and “to recommend their approval, as appropriate, to Academic Council”.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approve the Graduate Diploma in Police Leadership and recommend approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:

In a context of a rapidly changing society, the importance of developing adaptable, innovative, and diverse police leaders has never been more urgent. In particular, police services have struggled with hiring and promoting women and minorities among their ranks. There is also a pressing concern that many senior police officers will soon retire leaving a leadership vacuum in many police services. Given this context, police services are increasingly recognizing that they are one, albeit important, organization amongst many ensuring safety and well-being in communities. It is apparent that police leaders need a more thorough understanding of their local policing context but also the broader regional, national, and global contexts in which policing occurs. The proposed graduate diploma is designed to foster problem-solving skills, critical thinking, and scholarly reflection on policing—from its English roots to recent advances in technologically-mediated mass surveillance—in the 21st century. It is designed with a rapidly changing technological, political, social, and demographic landscape in mind.

Contemporary approaches to policing suggest that it is no longer sufficient to talk about ‘policing’ without attaching an adjective to denote the latest trend (e.g., intelligence-led policing, hot-spots policing, etc.). Our diploma situates itself within these recent trends but contextualizes these changes in policing within the historical and contemporary criminological literature, a ‘big picture’ perspective of sorts. That is, the diploma will provide police officers with a panoramic view and

understanding of the evolution and the various decision-making contexts of policing and ideally help foster life-long learning.

The diploma is designed with working professionals in mind. Courses are delivered through a series of flexible asynchronous online modules where students work through the material at their own pace. The diploma is aimed at police officers already working in police services and has been developed in consultation with the Durham Regional Police Service (DRPS) and builds upon the undergraduate leadership certificate that we already offer in partnership with DRPS. Having this diploma will allow us to further develop our partnership with DRPS but also extend our program reach to new police services and potentially new research partnerships. Given that we plan to offer this diploma online, there will be no geographical limits to our recruitment. The diploma aligns with the array of courses we already offer in our Criminology MA program. We have designed the diploma so that students wishing to complete our MA in Criminology can transfer courses completed for the diploma to the MA should they be admitted to the program. Completing the diploma would leave students with only four additional courses and a major paper to complete in order to obtain our MA in Criminology.

RESOURCES REQUIRED:

No new faculty hires will be required for the Graduate Diploma in Police Leadership. The existing faculty members in the Criminology program would be able to teach the four courses associated with the program as overloads or as part of their regular teaching load. Faculty will be able to choose whether they prefer to take an overload or if they teach three modules, have these count toward their teaching load (3 modules = 1 course). If necessary, sessional instructors will be hired. The diploma will create some additional, although minor, administrative requirements which can be absorbed into the workload of the graduate program assistant for criminology and graduate program director for Criminology or designate. To complement the expertise of the program faculty, a diverse group of guest speakers will also be invited to participate as part of the modules. No additional student support is required.

Given that the program will be delivered exclusively online, existing technology already available to faculty will be used to deliver the courses. More specifically, faculty will utilize existing course management software and the tools provided through the Google suite.

The Graduate Diploma in Police Leadership program will not require any government funding support. No TA support will be required for the courses taught in the program.

CONSULTATION AND APPROVAL:

Graduate Studies Committee: April 2021

Final Faculty Council Approval: March 2021

NEXT STEPS:

- Pending the recommendation of GSC, this proposal will move on to Academic Council for approval and recommendation to the Board
- The proposal must proceed through the following approval steps subsequent to AC:
 - Board of Governors
 - Ontario Universities Council on Quality Assurance
- The expected date of implementation is the fall semester of 2022

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices (Bookmarked PDF File)



Proposal to Offer:

Graduate Diploma in Police Leadership Faculty of Social Science and Humanities

**(Prepared Date: March 2020)
(Proposed Program Start Date: September 2021)**

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1. INTRODUCTION

a. Background

In a context of a rapidly changing society, the importance of developing adaptable, innovative, and diverse police leaders has never been more urgent. Two recent reports (*Policing Canada in the 21st Century: New Policing for New Challenges* by the Council of Canadian Academies and *CACP Research Foundation Canadian Police Executive Research Agenda* by the Canadian Association of Chiefs of Police) on the future of policing in Canada emphasize the need to develop police leaders and highlight the challenges that lie ahead for police leadership. In particular, police services have struggled with hiring and promoting women and minorities among their ranks. There is also a pressing concern that many senior police officers will soon retire leaving a leadership vacuum in many police services. Overall, these reports highlight the need for police leaders to be flexible, navigate complexity, understand the evidence base of policing, and develop their police organizations' problem-solving capabilities in conjunction with other social services; police leaders are also expected to accomplish the preceding tasks while effectively communicating their messages internally and externally.

Given this context, police services are increasingly recognizing that they are one, albeit important, organization amongst many ensuring safety and well-being in communities. It is apparent that police leaders need a more thorough understanding of their local policing context but also the broader regional, national, and global contexts in which policing occurs. The proposed graduate diploma is designed to foster problem-solving skills, critical thinking, and scholarly reflection on policing—from its English roots to recent advances in technologically-mediated mass surveillance—in the 21st century. It is designed with a rapidly changing technological, political, social, and demographic landscape in mind. Contemporary approaches to policing suggest that it is no longer sufficient to talk about 'policing' without attaching an adjective to denote the latest trend (e.g., intelligence-led policing, hot-spots policing, etc.). Our diploma situates itself within these recent trends but contextualizes these changes in policing within the historical and contemporary criminological literature, a 'big picture' perspective of sorts. That is, the diploma will provide police officers with a panoramic view and understanding of the evolution and the various decision-making contexts of policing and ideally help foster life-long learning. Police officers will learn about the emerging trends, social science research methodologies, and outside influences that impact their profession; and will be provided with the skills to navigate, understand, and adapt to the complex nature of contemporary policing. This diploma aims to train future police leaders to see their everyday praxis as objects of critical reflection.

In order to accomplish this objective, the diploma is designed with working professionals in mind. Courses are delivered through a series of flexible asynchronous online modules where students work through the material at their own pace. The diploma is aimed at police officers already working in police services and has been developed in consultation with the Durham Regional Police Service (DRPS) and builds upon the undergraduate leadership certificate that we already offer in partnership with DRPS. Having this diploma will allow us to further develop our partnership with DRPS but also extend our program reach to new police services and potentially new research partnerships. Given that we plan to offer this diploma online, there will be no geographical limits to our recruitment. The diploma aligns with the array of courses we already offer in our Criminology MA program. We have designed the diploma so that students wishing to complete our MA in Criminology can transfer courses completed for the diploma to the MA should they be admitted to the program. Completing the diploma would leave students with only four additional courses and a major paper to complete in order to obtain our MA in Criminology.

b. Alignment with Vision, Mission, and Strategic Plan

The Graduate Diploma in Police Leadership is consistent with Ontario Tech's and FSSH's vision and mission in several ways. First, given that the diploma will be delivered online, it will provide graduate students with a technology-enriched dynamic learning experience. This aligns with the Faculty's goal of increasing our online course offerings. Second, the diploma meets the needs of the evolving workplace and is designed to foster life-long learning and critical thinking about policing and the role police officers play within the larger societal context. The diploma meets the exigent needs of police services in the GTA, province, Canada, and internationally. Police services are in the midst of demographic, technological, and strategic changes, and are looking for effective leaders to serve in their organizations. Third, the diploma encourages academic and research collaborations with police services. By situating police leadership education in the Durham region, Ontario Tech is building effective and sustainable partnerships with community organizations and future leaders of those organizations. Those connections will enable FSSH to establish a strong and influential presence in the Canadian landscape in criminology, and police studies in particular. The establishment of these relationships will help enable FSSH to become a hub of activity related to police leadership and continuing police education—a centralized repository for police research and innovation in a Canadian context. Therefore, the diploma program's objectives are consistent with Ontario Tech's and FSSH's vision and mission.

The Graduate Diploma in Police Leadership is consistent with Ontario Tech's and FSSH's strategic plans in the following ways. First, the diploma helps to build effective and sustainable partnerships with our collaborators in Ontario, Canada, and internationally. In particular, by consulting with DRPS, the diploma helps facilitate and enhance relationships with community-based agencies and organizations within Durham Region and Northumberland County. Second, the diploma provides career-focused training for police officers and aims to educate and prepare them to enrich local and global communities through professional contributions and community service, ideally improving the lives of the citizens they police. Third, one of the strategic long-term goals of FSSH includes establishing a strong and influential research presence in the Canadian landscape in all of our disciplines. Through scholarship, teaching and public service, FSSH creates and mobilizes knowledge addressing complex problems in society, criminal justice systems, digital and media communication, governance, and other themes essential for understanding the contemporary human condition. The Faculty aspires to conduct high quality, high impact research on pressing social problems, and to disseminate this research for use in practice, policy, and scholarship. FSSH plans to become a hub of activity with several thematic research centres, endowed and United Nations-related research chairs, a thriving Social Research Centre serving clients across Canada, and a National Centre of Excellence. The graduates of the Police Leadership Program will serve as critical resources from which we will further advance research collaborations as well as social networks throughout the region, the province, Canada, and across the globe. To advance a National Centre of Excellence, FSSH will need a robust alumni base to establish and support partnerships in justice-related research and other public safety initiatives. Therefore, the diploma program's objectives are consistent with Ontario Tech's and FSSH's strategic plans and goals.

c. Student Demand

The intended applicant pool for this program draws from two sources. The first intended applicants are active duty police officers who might be thinking about assuming different roles within their organizations or those who might be interested in advancing in their organizations. The completion of the Graduate Diploma in Police Leadership represents tangible evidence of self-initiated professional development. The second intended applicants are active duty police officers who have already assumed leadership positions within their police organizations, and are mandated to

complete advanced educational training to serve in their supervisory roles. The completion of the Graduate Diploma Program in Police Leadership would represent an agency-initiated professional development for continued growth and maturation within their organizations. The online design of our program allows for police officers to continue to work full-time while completing their studies. Also, not being limited geographically opens up recruitment possibilities beyond Durham region and Canada. In Canada alone, there are close to 70,000 police officers of which approximately 30% hold an undergraduate degree. Less than 2% of police officers hold a Masters or PhD. Newer police recruits tend to be more highly educated than their predecessors which means a potentially larger population from which to recruit students. Further, our discussions with DRPS have suggested that there would be a substantial demand for a diploma such as ours in the policing field.

Table 1. Projected enrolment by year of operation and program year.

ACADEMIC YEAR OF OPERATION	NEW ENROLLMENTS BY YEAR
2021/22	5
2022/23	10
2023/24	15
2024/25	20
2025/26	20

As courses and modules do not need to be taken sequentially, admissions will occur three times a year. Class/module size will be limited to 20 students.

d. Societal Need

There are several trends that indicate that graduate certificate programs and advanced degrees are warranted in the criminal justice field, particularly in police studies. First, the educational requirements for police constables are moving to include some undergraduate education. The requirements for police constables to possess an undergraduate degree will likely become mandatory in the future. Second, graduate degrees are necessary for promotion and advancement in law enforcement agencies. This educational requirement has been in place in the U.S. for more than a decade. Some European countries already require Master's degrees for supervisory positions and doctoral degrees for command-level positions. Canadian law enforcement agencies will likely move toward that direction as well. Finally, police organizations in the region and the province are already looking to universities to establish partnerships in order to support emerging police leaders and police executives. Thus, societal trends support the need for a police leadership program.

e. Duplication

Courses and programs related to leadership tend to exist in business and continuing education departments. Some of the programs that are comparable to the one being proposed is the Police Leadership Program at the University of Toronto's Rotman School of Management. In addition, the Canadian Police College offers two programs for police executives that are entitled 'Senior Police Administration Course' (SPAC) and 'Executive Development in Policing' (EDP). There is also a Certificate in Police Leadership offered at Dalhousie University, a Senior Police Leadership Postgraduate Certificate offered by Trent University, and a Management Development for Police Services offered at the University of Alberta. These programs tend to be structured around the 'how to' of police leadership and focused on management and organizational leadership rather than the social science literature on policing—the "big picture" view of policing in society. These programs are also not taught at a graduate level or within Criminology programs and many are

delivered face-to-face. Our proposed program differs from existing ones in the preceding three aspects.

1. The proposed diploma program is unique because it is intended and structured primarily as an academic one.
2. The program is designed to foster critical thinking and scholarly reflection at the executive level in light of the emerging patterns in policing and crime, in a world that is changing technologically, politically, socially, and demographically.
3. The proposed courses are designed to expose current and future police leaders to contemporary scholarship on evidence-based policing, organizational leadership, equity and inclusion, and historical and emerging patterns in policing while inculcating scholarly values and analytical skills to be able to lead their police organizations into the twenty-first century and beyond.

Institution: University of Toronto, Rotman School of Management
Program Name and Credential: Executive Program in Police Leadership
<p>Program Description: The Police Leadership Program (PLP) is a collaboration between the Ontario Association of Chiefs of Police (OACP) and the University of Toronto's Rotman School of Management.</p> <p>This unique, three-week intensive experience focuses on the key facets of leadership and provides participants with the opportunity to challenge themselves in a dynamic learning environment. The program is facilitated by Rotman faculty who are at the forefront of thought leadership and practice. In addition, participants are exposed to prominent guest speakers from law enforcement and the corporate world. The program is anchored around relevant content and activities such as the in-class projects which are designed to address real time policing issues. The program also features many opportunities for networking, engagement with faculty and other experts in the field of policing.</p> <p>The PLP is designed and delivered to strengthen and promote effective leadership practice of senior police officers. The competencies addressed by the program ensure that participants are equipped with the necessary skills and tools to think differently, make better decisions, be better negotiators, communicate more effectively, act with integrity and political astuteness, understand the implications of financial decisions, manage and lead change and contribute to the overall health of the organization.</p> <p>The program is constantly reviewed and refreshed through input from the PLP Steering Committee made up of faculty, members of the OACP and several Chiefs of Police.</p> <p>The program is delivered using appropriate adult learning strategies, such as peer-based learning, simulations, role-playing, team assignments, project-based learning and in-class instruction.</p>
<p>Similarities and Differences: The Rotman program is designed as a 'how to' for police leaders. Alternatively, our diploma program focuses on 'big picture' policing issues and is aimed at graduate level students. We aim to teach future police leaders to think about the practice of policing as an object of critical reflection and inquiry as a self-governed and academically-motivated endeavour. The Rotman program is also delivered face-to-face whereas our diploma program is designed to be taken online. The Rotman program is set within the Management program whereas ours is set within the Criminology program.</p>

Links: http://www.rotman.utoronto.ca/ProfessionalDevelopment/Executive-Programs/Programs-Individuals/Police-Leadership

Institution: University of Alberta, Continuing and Professional Education
Program Name and Credential: Management Development for Police Services Certificate
<p>Program Description: Designed in partnership with the Edmonton Police Service (EPS), the University of Alberta Management Development Certificate for Police Services provides comprehensive and relevant management development education to participants currently involved in the field of law enforcement.</p> <p>Meeting the emerging needs of Law Enforcement, the program provides a comprehensive management development education with a variety of electives to allow participants to focus on areas of interest or need. Courses within this program cover leadership fundamentals, human resource management, financial management, strategic decision-making, and business communication. Our graduates are well equipped for leadership positions and can be relied upon for strong decision-making and leadership skills within the police service.</p>
<p>Similarities and Differences: The University of Alberta program is designed as a 'how to' for police leaders. Alternatively, our diploma program focuses on 'big picture' policing issues and is aimed at graduate level students. We aim to teach future police leaders to think about the practice of policing as an object of critical reflection and inquiry as a self-governed and academically-motivated endeavour. The University of Alberta program is also delivered face-to-face whereas our diploma program is designed to be taken online. The University of Alberta program is set within the Continuing Education program whereas ours is set within the Criminology program.</p>
Links: https://www.ualberta.ca/extension/continuing-education/programs/business-and-leadership/management-development-eps

Institution: Trent University, Policing and Community Wellbeing
Program Name and Credential: Senior Police Leadership – Postgraduate Certificate
Program Description: A unique professional program for practicing police leaders, both sworn and civilian, at the sergeant level or above, offered exclusively at Trent University Durham GTA

Successful leaders in the highest ranks of today's police services require a unique set of skills: strategic vision and planning, political prowess, team building and motivation, media expertise, budgeting, and an understanding of complex community needs. These types of skills and training cannot be attained through career assignments alone – today's police leaders need a new senior police leadership curriculum.

Enter the new Postgraduate Certificate in Senior Police Leadership at Trent University Durham GTA.

Unlike other leadership programs, this certificate is designed specifically to train and provide police leaders with the wide range of competencies needed to excel within senior positions in the policing environment. Graduates of the program will possess an understanding of the complex accountability, legal, and governance frameworks of police services and police services boards.

Similarities and Differences: The Trent program is designed as a 'how to' for police leaders. Alternatively, our diploma program focuses on 'big picture' policing issues and is aimed at graduate level students. We aim to teach future police leaders to think about the practice of policing as an object of critical reflection and inquiry as a self-governed and academically-motivated endeavour. The Trent program is also delivered face-to-face whereas our diploma program is designed to be taken online. The Trent program is set within the Policing and Community Wellbeing program whereas ours is set within the Criminology program.

Links: <https://www.trentu.ca/durham/academics/degrees-and-programs/policing-community-well-being-ba/senior-police-leadership>

Institution: Dalhousie University, College of Continuing Education

Program Name and Credential: Police Leadership Certificate

Program Description: The demanding schedule of police work can make professional development difficult. But to stay on top of your fast-moving profession—and ready yourself for the next step in your career—you need to build your skillset and strategic perspectives.

That's why our online police leadership certificates are flexible and offer you the ability to study around your schedule. Only three courses are required to complete your first certificate, putting a respected university credential well within your reach.

Our courses are designed to build on your police training, education and experience. You'll study with law enforcement professionals from across Canada and learn from experts who will ensure you gain relevant skills that can immediately be put to work.

Similarities and Differences: The Dalhousie program is designed as a 'how to' for police leaders. Alternatively, our diploma program focuses on 'big picture' policing issues and is aimed at graduate level students. We aim to teach future police leaders to think about

the practice of policing as an object of critical reflection and inquiry as a self-governed and academically-motivated endeavour. The Dalhousie program is set within the College of Continuing Education program whereas ours is set within the Criminology program. Both the Dalhousie program and our diploma program are designed to be taken online but Dalhousie's program is aimed at police at any education level whereas ours is aimed at those who have already completed an undergraduate degree.

Links: <https://www.dal.ca/faculty/cce/programs/police-leadership.html>

Institution: Canadian Police College

Program Name and Credential: 1) Executive Development in Policing Program
2) Senior Police Administration Course

Program Description: 1) This program is for aspiring executive leaders in law enforcement. It is comprised of four courses offered over a one year period and challenges participants to expand their executive level strategic leadership knowledge, skills, and abilities. The focus is on self-reflection, strategic thinking and building individual, team and organizational competencies to address the unique challenges facing law enforcement. Students have the unique opportunity to network with senior ranked law enforcement executives in Canada and internationally.

2) This course is for individuals working in law enforcement who have had some supervisory experience and who are ready to accept the leadership challenges of more senior or complex managerial roles. Students learn how to improve and adapt their personal management and leadership skills to meet changing social conditions. Topics covered include leadership and management concepts, leading high performance teams, issue analysis and problem solving, business case development, ethics, conflict resolution, and accountability.

Similarities and Differences: The CPC program is designed as a 'how to' for police leaders. We aim to teach future police leaders to think about the practice of policing as an object of critical reflection and inquiry as a self-governed and academically-motivated endeavour. Alternatively, our diploma program focuses on 'big picture' policing issues and is aimed at graduate level students. The CPC program is also delivered face-to-face and online whereas our diploma program is designed to be taken entirely online. The CPC program is set within the Canadian Police College program whereas ours is set within the Criminology program.

Links: <http://www.cpc.gc.ca/programs-programmes/leadership/edp-pcsp-eng.htm>
<http://www.cpc.gc.ca/programs-programmes/leadership/spac-caps-eng.htm>

2. DEGREE REQUIREMENTS

a. Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to...	Degree (Diploma) Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
<ul style="list-style-type: none"> Explain the historical origins of policing as a social institution, its development throughout earlier periods, and its emerging contexts in contemporary times 	<ul style="list-style-type: none"> Depth and breadth of knowledge Awareness of limits of knowledge Research and scholarship 	<ul style="list-style-type: none"> SSCI 5410G: Leading and Implementing Transformation in Policing SSCI 5400G: Special Topics in Criminology (Equity and Inclusion in Policing) SSCI 5430G: Historic and Emerging Patterns in Policing SSCI 5420G: Evidence-Based Policing 	<ul style="list-style-type: none"> Knowledge-based tests/quizzes/response essays Research papers Argumentative essays Research proposals Class discussions/presentations Community engagement projects Virtual tools (e.g., skills simulators)
<ul style="list-style-type: none"> Describe and evaluate policing techniques, research, and challenges in order to problem-solve complex policing issues 	<ul style="list-style-type: none"> Research and scholarship Level of application of knowledge Awareness of limits of knowledge 	<ul style="list-style-type: none"> SSCI 5410G: Leading and Implementing Transformation in Policing SSCI 5400G: Special Topics in Criminology (Equity and Inclusion in Policing) SSCI 5430G: Historic and Emerging Patterns in Policing SSCI 5420G: Evidence-Based Policing 	<ul style="list-style-type: none"> Knowledge-based tests/quizzes/response essays Research papers Argumentative essays Research proposals Class discussions/presentations Community engagement projects Virtual tools (e.g., skills simulators)

<ul style="list-style-type: none"> Participate in collegial, evidence-based discussions about controversial policing issues with peers, community partners, and the public 	<ul style="list-style-type: none"> Professional capacity/autonomy Level of application of knowledge Level of communications skills 	<ul style="list-style-type: none"> SSCI 5410G: Leading and Implementing Transformation in Policing SSCI 5400G: Special Topics in Criminology (Equity and Inclusion in Policing) SSCI 5430G: Historic and Emerging Patterns in Policing SSCI 5420G: Evidence-Based Policing 	<ul style="list-style-type: none"> Knowledge-based tests/quizzes/response essays Research papers Argumentative essays Research proposals Class discussions/presentations Community engagement projects Virtual tools (e.g., skills simulators)
<ul style="list-style-type: none"> Formulate and execute evidence-based strategies for change in order to improve the functioning of policing organizations 	<ul style="list-style-type: none"> Level of communications skills Depth and breadth of knowledge Level of application of knowledge 	<ul style="list-style-type: none"> SSCI 5410G: Leading and Implementing Transformation in Policing SSCI 5400G: Special Topics in Criminology (Equity and Inclusion in Policing) SSCI 5430G: Historic and Emerging Patterns in Policing SSCI 5420G: Evidence-Based Policing 	<ul style="list-style-type: none"> Knowledge-based tests/quizzes/response essays Research papers Argumentative essays Research proposals Class discussions/presentations Community engagement projects Virtual tools (e.g., skills simulators)

Student learning will be assessed through a variety of methods. As presented in the above table in conjunction with program learning outcomes, these broadly include knowledge-based tests/quizzes/response essays, research papers, argumentative essays, research proposals, and class discussions/presentations, community engagement projects, and virtual tools. More specifically, assessment of student work will entail critical reflections on policing issues, written and oral assignments, and tests of knowledge acquisition. The course management system used to engage students will be Canvas. As Canvas is the new course management system replacing Blackboard at Ontario Tech in the fall 2020 semester, all faculty will have access to training on how to utilize the management software. While we have not yet received access to Canvas, the

platform appears to offer comprehensive ways to engage and communicate with students as well as track and facilitate student progress toward accomplishing learning outcomes.

In order to ensure that those teaching in the program are meeting the program learning outcomes, we will assemble a sub-committee of the Criminology Graduate Committee, chaired by the Graduate Program Director (or delegate), to collaboratively discuss and provide feedback on proposed syllabi and to ensure that each of the courses meet the program learning outcomes outlined in the above table. Members of this sub-committee would normally be faculty teaching in the program. Normally, admissions to the program would be handled by the same sub-committee. This plan is an outlook for the next seven years of the program (until the scheduled review) but faculty are aware that an ongoing evaluation of the program should be undertaken to establish consistency with the degree level expectations. After the first year of the program being implemented, it will be internally assessed by the institution's Academic Resource Committee and, if needed, recommendations will be made to enhance program effectiveness and student success. This plan will also provide a visual roadmap for faculty onboarding by allowing faculty members to see where their courses align with the overall vision for graduates through the attainment of the program learning outcomes. Effectiveness of the program will be assessed through course evaluations and scheduled program reviews when required by the Faculty.

b. Admission Requirements

The diploma is aimed at officers who are currently employed at a police service. We approach leadership as something that is required at various levels throughout a policing organization. Therefore, officers thinking about assuming more of a leadership role within their organization and those who already have assumed a leadership position would benefit from taking our diploma. Key admission requirements are:

- Hold an undergraduate degree, from a Canadian university, or its equivalent from a recognized institution. Normally, applicants are expected to have graduated with a social science degree that has provided them with a sound understanding of social science methodologies and a basic understanding of criminological theories. Students without a social science related degree are encouraged to apply but should reach out to the Graduate Program Director to discuss their specific circumstances before applying.
- Have a minimum academic standing in their undergraduate degree of a B- (GPA: 2.7 on a 4.3 scale or 70 to 72 per cent) or obtain the permission of the Graduate Program Director.
- Applicants not meeting the minimum academic requirements or those without an undergraduate degree will be granted admission to the diploma on a case-by-case basis following Ontario Tech's non-standard applicant process.

c. Program Structure – Program Maps

The parent program for this graduate diploma will be the Master of Arts in Criminology. The program will entail delivering four (three credit) courses through a series of modules as follows. Each course contains three modules equivalent to one credit.

1) ***Historic and Emerging Patterns in Policing (SSCI 5430G)***: This course examines the emergence of police as a social institution, focusing on its role and function as well as the social, political, economic, and cultural factors that compelled them into existence. The majority of the course is spent examining the various types of policing that have emerged in recent years. It will also examine how colonialism, discrimination, and racism have impacted the development and patterns of policing. The course will also provide an overview and history of First Nations policing in

Canada. The focus here is on the theories and evidence used to support the emerging patterns in policing as they relate to reducing harm in communities. The course is broken into the following modules: 1) The Origins and Evolution of Policing; 2) Police Reform and the Proliferation of Policing Strategies; 3) Contemporary Technological and Data Driven Policing.

2) *Equity and Inclusion in Policing (SSCI 5400G)*: This course focuses on how policing is experienced by diverse types of people and officers. The course examines how police have responded to claims of bias in policing and the effectiveness of these responses. Intercultural understanding, equity, respect and reconciliation within the police service itself will be explored. The course will also examine how police organizations can foster and sustain inclusive police services to protect and serve all communities, including Black, Indigenous and People of Color (BIPOC) communities. The course is broken into the following modules: 1) Procedural Justice and Police Legitimacy; 2) Equity and Inclusion in the Community; 3) Equity and Inclusion within Police Services.

3) *Leading and Implementing Transformation in Police Organizations (SSCI 5410G)*: This course discusses police leadership from an organizational standpoint. The focus here is on overcoming challenges and implementing changes that can move police organizations forward and to prepare police organizations to adapt to uncertain futures, changing demographic landscapes, evolving skillsets such as mediation skills and transformational leadership styles, and a new generation of police officers. The course is broken into the following modules: 1) Police Organizational Culture; 2) Leading and Transforming Police Organizations; 3) The Future of Police.

4) *Evidence-Based Policing (SSCI 5420G)*: This course provides an in-depth examination of evidence-based policing. The focus here is on providing police officers with an understanding of research methods and data analysis techniques pertaining to policing. The goal is to provide a basic understanding of research so that strategic decisions can be made based on the strength of research evidence. Police officers will not be conducting research or performing statistical tests but rather developing an understanding of what counts as ‘good’ research. The course is broken into the following modules: 1) What is Evidence-Based Policing?; 2) Good and Bad Research; 3) Emerging Research Trends Shaping Policing.

Appendix A contains sample course outlines for each of the above listed courses with each module broken out into more detail.

The proposed Graduate Diploma in Police Leadership will be taken part-time and the proposed program map is attached as ‘Appendix C: Tentative Program Schedule’. Students will not be required to take modules in any particular order which allows them to enter the program at any time or to take only modules of interest rather than the entire Graduate Diploma.

Transfer to and Map of MA Criminology Program

Students will be allowed to transfer all of the four credits they earn as part of the Graduate Diploma in Police Leadership toward the completion of our MA in Criminology. The chart below outlines how each Graduate Diploma course maps onto our existing MA program. Entry to our MA Criminology program is competitive and not automatic. Students must meet the existing MA Criminology entrance requirements. Currently, our MA is not online but if the Graduate Diploma is successful, we will consider creating an online version of our MA for working professionals.

Graduate Diploma in Police Leadership	MA Major Paper Option	MA Thesis Option
	SSCI 5010G: Data Analysis 1	SSCI 5010G: Data Analysis 1
	SSCI 5060G: Advanced Methods in Qualitative Research	SSCI 5060G: Advanced Methods in Qualitative Research
	SSCI 5020G : Criminological Theory	SSCI 5020G : Criminological Theory
SSCI 5410G Leading and Implementing Transformation in Policing	SSCI 5050G Professional Seminar	SSCI 5050G Professional Seminar
	SSCI 5100G: Graduate Seminar on Contemporary Issues in Criminology	SSCI 5100G: Graduate Seminar on Contemporary Issues in Criminology
SSCI 5400G Equity and Inclusion in Policing	SSCI 5200G Graduate Seminar in Inequality and Crime OR SSCI 5300G Cybercrime and Criminology OR SSCI 5400G – Special Topics in Criminology	SSCI 5200G Graduate Seminar in Inequality and Crime OR SSCI 5300G Cybercrime and Criminology OR SSCI 5400G – Special Topics in Criminology
SSCI 5420G Evidence-Based Policing	Reading and/or elective courses #1	SSCI 5002G MA Thesis in Criminology
SSCI 5430G Historic and Emerging Patterns in Policing	Reading and/or elective courses #2	
	SSCI 5001G Major Paper in Criminology (6 cr)	
Total=12 credits	Total=30 credits	Total=30 credits

d. Calendar Copy

Program

Graduate faculty

Joseph Eastwood, BA, MSc, PhD
Robert Elkington, BTh, MTh, PhD
Amir Mostaghim, BA, MA, PhD
Christopher O'Connor, BA, MA, PhD
Barbara Perry, BA, MA, PhD
Phillip Shon, BA, MA, MA, PhD
James Walsh, BA, MA, PhD

Program information

The Graduate Diploma in Police Leadership program provides working police officers with an opportunity to upgrade their credentials by taking graduate level courses within our

Criminology program. The diploma is aimed at officers who are currently employed at a police service. We approach leadership as something that is required at various levels throughout a policing organization. Therefore, officers thinking about assuming more of a leadership role within their organization and those who already have assumed a leadership position would benefit from taking our diploma. The graduate diploma is designed to foster problem-solving skills, critical thinking, and scholarly reflection on policing in the 21st century. The diploma takes a 'big picture' perspective on policing and is designed with a rapidly changing technological, political, social, and demographic landscape in mind. Students complete four courses which include Leading and Implementing Transformation in Policing, Equity and Inclusion in Policing, Historic and Emerging Patterns in Policing, and Evidence-Based Policing. Police officers completing the diploma will learn about the emerging trends, research, and outside influences impacting their profession and will be provided with the skills to navigate, understand, and adapt to the complex nature of contemporary policing. To allow for maximum student flexibility, courses are delivered entirely online through a series of modules.

Admission requirements

In addition to the general admission requirements for graduate studies, Graduate Diploma in Police Leadership applicants must meet the following program-specific requirements.

- Hold an undergraduate degree, from a Canadian university, or its equivalent from a recognized institution. Normally, applicants are expected to have graduated with a social science degree that has provided them with a sound understanding of social science methodologies and a basic understanding of criminological theories. Students without a social science related degree are encouraged to apply but should reach out to the Graduate Program Director to discuss their specific circumstances before applying.
- Have a minimum academic standing in their undergraduate degree of a B- (GPA: 2.7 on a 4.3 scale or 70 to 72 per cent) or obtain the permission of the Graduate Program Director.
- Applicants not meeting the minimum academic requirements or those without an undergraduate degree will be granted admission to the diploma on a case-by-case basis following Ontario Tech's non-standard applicant process.

Applicants are required to submit a portfolio consisting of the following documentation:

- A curriculum vitae including the applicant's education, employment, teaching and research experience, and publications (if any).
- A sample of scholarly writing.
- A letter confirming current employment at a police service.

Part-time studies

The Graduate Diploma in Police Leadership is only administered on a part-time basis.

Degree requirements

All Graduate Diploma in Police Leadership students must successfully complete four graduate courses. A minimum passing grade of B- is required for each course.

Course listing

Each of the below required courses are delivered through a series of modules as follows:

- SSCI 5410G: Leading and Implementing Transformation in Policing
 1. Police Organizational Culture
 2. Leading and Transforming Police Organizations
 3. The Future of Police
- SSCI 5400G: Special Topics in Criminology (Equity and Inclusion in Policing)
 1. Procedural Justice and Police Legitimacy
 2. Equity and Inclusion in the Community
 3. Equity and Inclusion within Police Services
- SSCI 5430G: Historic and Emerging Patterns in Policing
 1. The Origins and Evolution of Policing
 2. Police Reform and the Proliferation of Policing Strategies
 3. Contemporary Technological and Data Driven Policing
- SSCI 5420G: Evidence-Based Policing
 1. What is Evidence-Based Policing?
 2. Good and Bad Research
 3. Emerging Research Trends Shaping Policing

Each module is delivered independently of the other modules and courses. Therefore, students can complete the modules in any order at their own pace. Each course is transferrable to our MA Criminology degree. However, entry to our MA Criminology program is competitive and not automatic. Students must meet the existing MA Criminology entrance requirements and acceptance is not guaranteed.

3. RESOURCE REQUIREMENTS

a. Faculty Members, Current and New Faculty requirements

No new faculty hires will be required for the Graduate Diploma in Police Leadership. The existing core faculty members in the Criminology program would be able to teach the four courses associated with the program as overloads or as part of their workload. Some qualified sessional

instructors may be hired as necessary but this will be limited. Faculty teaching in the program must have at a minimum associate graduate status in the program.

In order to encourage current faculty to develop these online courses, the following will be provided to those willing to teach in the program:

- Faculty will be allowed to teach a course or module they develop five times before a new faculty member will be requested to teach the course. Currently, criminology allows faculty to teach a non-elective course twice before soliciting others to teach the course.
- Faculty teaching within the online program will still be allowed to teach a class in the face-to-face criminology graduate program. Currently, criminology allows faculty to teach only one graduate course per academic year.
- Faculty can decide whether they would like to teach the course as part of their regular teaching load or as overload.

Faculty members by rank, home unit, and supervisory privileges.

NAME	RANK	HOME UNIT	SUPERVISORY PRIVILEGES
Joseph Eastwood	Associate Professor	Forensic Psychology, FSSH	Associate
Robert Elkington	Adjunct Professor	Criminology, FSSH	Associate
Amir Mostaghim	Associate Teaching Professor	Criminology, FSSH	Associate
Christopher O'Connor	Assistant Professor	Criminology, FSSH	Full
Barbara Perry	Professor	Criminology, FSSH	Full
Phillip Shon	Professor	Criminology, FSSH	Full
James Walsh	Assistant Professor	Criminology, FSSH	Full

Course instructor expertise

NAME	AREA EXPERTISE	ABILITY TO TEACH THE FOLLOWING MODULES
Joseph Eastwood	Comprehension of Police Cautions, Comprehension of Youth Waiver Forms, Generation and Assessment of Alibis, Investigative Interviewing, Wrongful Convictions	<ul style="list-style-type: none"> • What is Evidence-Based Policing? • Good and Bad Police Research • Emerging Research Trends Shaping Policing
Robert Elkington	Educational Leadership, Police Leadership, Technology, Leadership Development	<ul style="list-style-type: none"> • Police Organizational Culture • Leading and Transforming Police Organizations • The Future of Police
Amir Mostaghim	Post-modern Theory, Drugs, Youth Subculture, Gender, Race, Identity development, Police and Society, Consumption	<ul style="list-style-type: none"> • All modules
Christopher O'Connor	Police Technology Use, Attitudes Toward Police, Police Interactions with the Public and Investigations	<ul style="list-style-type: none"> • All modules
Barbara Perry	Policing hate crime, Policing Indigenous communities	<ul style="list-style-type: none"> • Procedural Justice and Police Legitimacy • Equity and Inclusion in the Community • Equity and Inclusion within Police

		Services
Phillip Shon	Parricide/Intrafamily Homicide, Police Behavior/Police-Citizen Encounters, Sociology of Language/Language and Law	<ul style="list-style-type: none"> • The Origins and Evolution of Policing • Police Reform and the Proliferation of Policing Strategies • Contemporary Technological and Data Driven Policing
James Walsh	Surveillance, Security, and Social Control; Borders, Mobility and Migration; Policing; Law and Society; Crime and Justice; Global and International Studies; Political Sociology; Crime and Media; Terrorism	<ul style="list-style-type: none"> • The Origins and Evolution of Policing • Police Reform and the Proliferation of Policing Strategies • Contemporary Technological and Data Driven Policing • Procedural Justice and Police Legitimacy

Please note that there is no supervision of student major papers or theses required in the program. Each of the faculty members listed above have published and/or taught classes in policing.

b. Additional Academic and Non-academic Human Resources

No new faculty hires will be required for the Graduate Diploma in Police Leadership. The existing faculty members in the Criminology program would be able to teach the four courses associated with the program as overloads or as part of their regular teaching load. Faculty will be able to choose whether they prefer to take an overload or if they teach three modules, have these count toward their teaching load (3 modules = 1 course). If necessary, sessional instructors will be hired. The diploma will create some additional, although minor, administrative requirements which can be absorbed into the workload of the graduate program assistant for criminology and graduate program director for Criminology or designate.

c. Guest Speakers

To complement the expertise of the program faculty, a diverse group of guest speakers will also be invited to participate as part of the modules. The goal of including guest speakers is to make space for varied perspectives and to privilege the voices of the communities served by the police. It will also provide an opportunity to hear about the lived experiences of those impacted by the law and fortify the themes discussed in the modules. This component of the program can also help build understanding, trust, and mutual respect between police leadership and the communities they serve. Invited speakers could include, but not be limited to, Indigenous police leaders, Black Canadian police leaders, community organizers, and mental health professionals.

Speakers will be invited to join as virtual guest speakers and each speaker will be given an opportunity to discuss and highlight a set of topics or themes in short 15-30 minute videos. These pre-recorded videos will be available to watch as part of specific modules. The guest speaker contributions can also help to develop community engagement projects in certain modules.

All guest speakers will be provided compensation for their time through an honorarium. Additionally, care will be given to follow proper protocol and behaviours when inviting each guest

speaker. For example, we will work with staff from the Indigenous Education and Cultural Services to understand the invitation protocols for inviting Indigenous leaders and community members.

d. Student Support Requirements

No additional student support is required. Students will have the same supports all other students are entitled to in our Criminology program. This includes access to the Graduate Program Assistant and Graduate Program Director for guidance on program trajectory, enrollment, and policies. Students also have access to the Library and student support services (e.g., accessibility services).

e. Physical Resource Requirements

Given that the program will be delivered exclusively online, existing technology already available to faculty will be used to deliver the courses. More specifically, faculty will utilize existing course management software and the tools provided through the Google suite.

4. BUSINESS PLAN

a. Statement of Funding Requirement

The Graduate Diploma in Police Leadership program will not require any government funding support. No TA support will be required for the courses taught in the program. Please see Appendix D for budget breakdown.

5. APPENDICES

- A. New Course Proposals and Sample Course Outlines
- B. Library Report
- C. Tentative Program Schedule
- D. Budget

APPENDIX A

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FSSH	
This new course is associated with: <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
Will this course appear anywhere other than the course description section of the Calendar?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map:
Course Sequencing or Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

No impact. New program.

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

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Subject Code: SSCI	Course Number: 5410G *ensure the course code has not been previously used
Full Course Title: Leading and Implementing Transformation in Police Organizations	
Short-Form Course Title (max. 30 characters): Implementing Transformation	

Course Description

This course discusses police leadership from an organizational standpoint. The focus here is on overcoming challenges and implementing changes that can move police organizations forward and to prepare police organizations to adapt to uncertain futures, changing demographic landscapes, evolving skillsets such as mediation skills and transformational leadership styles, and a new generation of police officers. The course is broken into the following modules: 1) Police Organizational Culture; 2) Leading and Transforming Police Organizations; 3) The Future of Police.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture:	Lab:
Tutorial:	Other: Online Seminar (delivered in modules)
Cross-listings	N/A
Prerequisites for Calendar	N/A
Prerequisites for Banner	N/A
Co-requisites	N/A
Prerequisites with concurrency (pre or co-requisite)	N/A
Credit restrictions	N/A <input type="checkbox"/> Equivalency*
Recommended Prerequisites	N/A
Course Restrictions	Applicants admitted to GDIP in Police Leadership
Course Type	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@uoit.ca.)

- Explain the theories underlying police organizational structures and culture
- Articulate the cultural challenges associated with operating a police organization and discuss root causes and possible alternative configurations
- Analyze and critique theories of leadership and organizational change
- Problem solve existing barriers to organizational change
- Discuss the power of traditional leadership paradigms and mechanisms to support paradigm shifts
- Discuss possible future configurations of the police
- Help prepare their police organizations for yet unknown futures they might encounter

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

--

Does this course contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☒ Yes ☐ No

If yes, when?

September 2020 and January 2021

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC made several recommendations during 2 rounds of review and they have been included in the proposal through changes in the course content descriptions, additions to the readings list for the courses, and inclusion of guest speakers to be included as part of the modules.

Did the IEAC ask you to return the proposal to them for review? ☒ Yes ☐ No

If yes, have they completed their review? ☒ Yes ☐ No ☐ N/A

Financial Implications

See associated budget material.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FSSH	
This new course is associated with:	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
Will this course appear anywhere other than the course description section of the Calendar?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map:
Course Sequencing or Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

No impact. New program.

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

--

Subject Code: SSCI	Course Number: 5430G *ensure the course code has not been previously used
Full Course Title: Historic and Emerging Patterns in Policing	
Short-Form Course Title (max. 30 characters): Patterns in Policing	

Course Description

This course examines the emergence of police as a social institution, focusing on its role and function as well as the social, political, economic, and cultural factors that compelled them into existence. The majority of the course is spent examining the various types of policing that have emerged in recent years. It will also examine how colonialism, discrimination, and racism have impacted the development and patterns of policing. The course will also provide an overview and history of First Nations policing in Canada. The focus here is on the theories and evidence used to support the emerging patterns in policing as they relate to reducing harm in communities. The course is broken into the following modules: 1) The Origins and Evolution of Policing; 2) Police Reform and the Proliferation of Policing Strategies; 3) Contemporary Technological and Data Driven Policing.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture:	Lab:
Tutorial:	Other: Online Seminar (delivered in modules)
Cross-listings	N/A
Prerequisites for Calendar	N/A
Prerequisites for Banner	N/A
Co-requisites	N/A
Prerequisites with concurrency (pre or co-requisite)	N/A
Credit restrictions	N/A <input type="checkbox"/> Equivalency*
Recommended Prerequisites	N/A
Course Restrictions	Applicants admitted to GDIP in Police Leadership
Course Type	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects

- Virtual tools (e.g., skills simulators)

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@uoit.ca.)

- Describe the historical roots of policing and the factors that shaped the creation of the police
- Articulate the historical role, function, and structure of the police and how these have shaped contemporary policing
- Analyze the professionalization of the police and the various types of policing that have been deployed to prevent harm and address crime
- Explain the connections between various types of policing and the social, political, economic, and cultural settings from which they evolved
- Interpret the utility of contemporary technological and data driven innovations in policing
- Analyze the big picture theoretical frameworks currently guiding police practice

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

Does this course contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☒ Yes ☐ No

If yes, when?

September 2020 and January 2021.

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC made several recommendations during 2 rounds of review and they have been included in the proposal through changes in the course content descriptions, additions to the

readings list for the courses, and inclusion of guest speakers to be included as part of the modules.

Did the IEAC ask you to return the proposal to them for review? ☒ Yes ☐ No If ☐ yes,

have they completed their review? ☒ Yes ☐ No ☐ N/A

Financial Implications

See associated budget material.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FSSH	
This new course is associated with:	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
Will this course appear anywhere other than the course description section of the Calendar?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map:
Course Sequencing or Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

No impact. New program.

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

--

Subject Code: SSCI	Course Number: 5420G *ensure the course code has not been previously used
Full Course Title: Evidence Based Policing	
Short-Form Course Title (max. 30 characters): Evidence Based Policing	

Course Description

This course provides an in-depth examination of evidence-based policing. The focus here is on providing police officers with an understanding of research methods and data analysis techniques pertaining to policing. The goal is to provide a basic understanding of research so that strategic decisions can be made based on the strength of research evidence. Police officers will not be conducting research or performing statistical tests but rather developing an understanding of what counts as 'good' research. The course is broken into the following modules: 1) What is Evidence-Based Policing?; 2) Good and Bad Research; 3) Emerging Research Trends Shaping Policing.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture:	Lab:
Tutorial:	Other: Online Seminar (delivered in modules)
Cross-listings	N/A
Prerequisites for Calendar	N/A
Prerequisites for Banner	N/A
Co-requisites	N/A
Prerequisites with concurrency (pre or co-requisite)	N/A
Credit restrictions	N/A <input type="checkbox"/> Equivalency*
Recommended Prerequisites	N/A
Course Restrictions	Applicants admitted to GDIP in Police Leadership
Course Type	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@uoit.ca.)

- Define evidence-based policing and describe its strengths and weaknesses
 - Assess the utility of research for informing police decision-making
 - Classify good and bad research
 - Make strategic decisions based on an assessment of research quality
 - Describe and assess the emerging research trends shaping police institutions
 - Create and enhance research collaborations with academic partners

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

Does this course contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☒ Yes ☐ No

If yes, when?

September 2020 and January 2021

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC made several recommendations during 2 rounds of review and they have been included in the proposal through changes in the course content descriptions, additions to the readings list for the courses, and inclusion of guest speakers to be included as part of the modules.

Did the IEAC ask you to return the proposal to them for review? ☒ Yes ☐ No

If yes, have they completed their review? ☒ Yes ☐ No ☐ N/A

Financial Implications

See associated budget material.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	



Faculty of Social Science and Humanities

SSCI 5***G: Leading and Implementing Transformation in Police Organizations

1. Course Description

This course discusses police leadership from an organizational standpoint. The focus here is on overcoming challenges and implementing changes that can move police organizations forward and to prepare police organizations to adapt to uncertain futures, changing demographic landscapes, evolving skillsets such as mediation skills and transformational leadership styles, and a new generation of police officers. The course is broken into the following modules: 1) Police Organizational Culture; 2) Leading and Transforming Police Organizations; 3) The Future of Police.

2. Learning Outcomes

On the successful completion of the course, students will be able to:

Module #1: Police Organizational Culture

- Explain the theories underlying police organizational structures and culture
- Articulate the cultural challenges associated with operating a police organization and discuss root causes and possible alternative configurations

Module #2: Leading and Transforming Police Organizations

- Analyze and critique theories of leadership and organizational change
- Problem solve existing barriers to organizational change
- Discuss the power of traditional leadership paradigms and mechanisms to support paradigm shifts

Module #3: The Future of Police

- Discuss possible future configurations of the police

- Help prepare their police organizations for yet unknown futures they might encounter

3. Course Design

Modules will be delivered online in an asynchronous manner.

4. Outline of Topics in the Course

Module #1: Police Organizational Culture

This module examines police culture from an organizational standpoint taking into account various theories that explain the organizational idiosyncrasies of police services. Attention will be paid to the leadership, communication, and bureaucratic challenges that police organizations currently experience.

Module #2: Leading and Transforming Police Organizations

This module examines theories of leadership and organizational change. The focus of this module will be on the types of police leadership required to facilitate the capacity for problem-solving key issues encountered in police organizations. Key topics covered include paradigms of leadership, ethical leadership, implementing organizational change, and officer leadership training and educational needs.

Module #3: The Future of Police

This module examines how police organizational structures might change in the future. As increasing collaboration with community partners and researchers continues to shape collective community safety and well-being, the police have become one, albeit important, agency amongst many dealing with community harms. This module discusses the ever changing role of the police organization in a time of rapid technological, social, political, and economic change and how police officers can help shape this future.

5. Required Texts/Readings

Sample Readings Could Include:

Anderson, T.D., Gisborne, K. and Holliday, P. 2006. *Every Officer is a Leader*. 2nd ed., Trafford Publishing, Victoria.

Bolman, L.G. and Deal, T.E. (2015), "Think or sink – leading in a VUCA world", *Leader to Leader*, Vol. 2015 No. 76, pp. 35-40, available at: <http://0-onlinelibrary.wiley.com.wam.seals.ac.za/doi/10.1002/ltl.20176/full>

Buerger, M.E. 1998. "Police training as a Pentecost: using tools singularly ill-suited to the purpose of reform." *Police Quarterly*, 1, 27-63.

Charman, S., Savage, S. P. and Cope, S. 1999. "Getting to the Top: Selection and Training for Senior Managers in the Police Service." *Social Policy and Administration*, 33(3): 281–301.

Cordner, Gary. "Police Culture: Individual and Organizational Differences in Police Officer Perspectives." *Policing: An International Journal of Police Strategies & Management* 40.1 (2017): 11–25

DeLord, Ron., and Ron. York. *Law Enforcement, Police Unions, and the Future : Educating Police Management and Unions About the Challenges Ahead* . Springfield, Ill: Charles C Thomas, Publisher, Ltd., 2017

Doh, J.P. (2003), "Can leadership be taught? Perspectives from management educators", *Academy of Management Learning and Education*, Vol. 2 No. 1, pp. 54-67.

Drotter, S. J., and Charan, R. 2001. "Building leaders at every level: A leadership pipeline." *Ivey Business Journal*, 65(5), 21-35.

Elkington, R. Noel James Pearse, Jennifer Moss, Madeleine Van der Steege, Suzanne Martin (2017) "Global leaders' perceptions of elements required for effective leadership development in the twenty-first century", *Leadership & Organization Development Journal*, Vol. 38 Issue: 8, pp.1038-1056

Hanser, Robert and Gomila, Michael "Cultural Competence and Cross-Cultural Communication in Agencies"; "Cultural Competence Training, Assessment, and Evaluation of Cultural Competence" in *Multiculturalism and the Criminal Justice System*

Hanson, R. and McKenna, P.F. 2011. "Respectful leadership: The emergence of upward nobility as a way of life in policing." *Policing*, 5 (4), 287–299.

Hassell, Kimberly D. *Police Organizational Cultures and Patrol Practices*. New York: LFB Scholarly Pub., 2006. Print.

Huey, L., Kalyal, H., and Peladeau, H. (2019). Preparing police leaders of the future: An educational needs assessment. *Sociology Publications*. 49.

Krimmel, J.T. and Lindenmuth, P. 2001. "Police chief performance and leadership styles", *Police Quarterly*, 4 (4), 469-483

Marks, Monique., Megan O'Neill, and Anne-Marie. Singh. *Police Occupational Culture New Debates and Directions* . Amsterdam ;: Elsevier JAI, 2007. Print.

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., and Fleishman, E. A. 2000. "Leadership skills for a changing world: Solving complex social problems." *The Leadership Quarterly*, 11(1), 11–35.

Normandeau, André, and Barry. Leighton. *A Vision of the Future of Policing in Canada : Police-Challenge 2000 : Background Document* . S.I: Police and Security Branch, Ministry Secretariat, Solicitor General Canada, 1990.

Pinnington, A.H. (2011), "Leadership development: applying the same leadership theories and development practices to different contexts", *Leadership*, Vol. 7 No. 3, pp. 335-365.

Schafer, J.A. 2010. "Effective leader and leadership in policing: traits, assessment, development, and expansion." *Policing: An International Journal of Police Strategies & Management*, 33 (4), 644-663.

Schafer, J.A. 2009. "Developing effective leadership in policing: perils, pitfalls, and paths forward." *Policing: An International Journal of Police Strategies & Management*, 32 (2), 238-260.

Schafer, Joseph A. *The Future of Policing a Practical Guide for Police Managers and Leaders* . Boca Raton, Fla: CRC Press, 2012

Scott, C.L. (2014), "Suggested theories, models, and frameworks used to address emerging diversity issues in the workforce", in Byrd, M.Y. and Scott, C.L. (Eds), *Diversity in the Workforce*, Routledge, New York, NY and London, pp. 34-58.

Skaržauskiene, A. (2010), "Managing complexity: systems thinking as a catalyst of the organization performance", *Measuring Business Excellence*, Vol. 14 No. 4, pp. 49-64.

Vanebo, Jan Ole, Brita Bjørkelo and Terje Aaserud. 2015. "Police Leadership Development: Intentions and Critical Success-Factors." *International Public Administration Review*, 13(3-4), 11-26.

Wood, Dominic A, and Stephen Tong. "The Future of Initial Police Training: A University Perspective." *International Journal of Police Science & Management* 11.3 (2009): 294-305.

6. Evaluation Methods

Sample Evaluation Methods Could Include:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)



Faculty of Social Science and Humanities

Special Topics in Criminology (SSCI 5400G): Equity and Inclusion in Policing

1. Course Description

This course focuses on how policing is experienced by diverse types of people and officers. The course examines how police have responded to claims of bias in policing and the effectiveness of these responses. Intercultural understanding, equity, respect, and reconciliation within the police service itself will be explored. The course will also examine how police organizations can foster and sustain inclusive police services to protect and serve all communities, including Black, Indigenous, and People of Color (BIPOC) communities. The course is broken into the following modules: 1) Procedural Justice and Police Legitimacy; 2) Equity and Inclusion in the Community; 3) Equity and Inclusion within Police Services.

2. Learning Outcomes

On the successful completion of the course, students will be able to:

Module #1: Procedural Justice and Police Legitimacy

- Explain the theoretical foundations of police legitimacy
- Apply the principles of procedural justice to contemporary policing
- Critique existing responses to police bias and formulate more effective responses

Module #2: Equity and Inclusion in the Community

- Demonstrate an understanding of how diverse communities perceive and interact with the police and the common issues citizens encounter
- Identify and plan solutions to improving police-community relations with a diverse set of citizens

Module #3: Equity and Inclusion within Police Services

- Demonstrate an understanding of how diverse officers experience police culture and how police organizations respond to having a diverse workforce
- Evaluate existing measures police services have in place to address employees' diverse needs and propose improvements

3. Course Design

Modules will be delivered online in an asynchronous manner.

4. Outline of Topics in the Course

Module #1: Procedural Justice and Police Legitimacy

This module examines the theoretical foundations of police legitimacy in communities. Focusing on citizens' perceptions of and trust in the police, this module examines how police have responded to claims of bias and the effectiveness of these responses. Topics covered include procedural justice, fairness, police-community relations and expectations, and citizen attitudes toward the police.

Module #2: Equity and Inclusion in the Community

This module examines the shifting citizen demographics of communities in contemporary times and the associated impacts on policing. The focus of this module is on developing an understanding of some of the key issues that diverse community members experience and consider when they interact with the police. From the citizen's perspective, topics covered include how gender, sexism, sexuality, race, racism, ethnicity, nationality, class, classism, and mental illness intersect with policing.

Module #3: Equity and Inclusion within Police Services

This module examines the police organization itself through a lens of equity and inclusion. Shifting demographics in police services have led to a more diverse workforce which has brought new challenges that police services must address. This module examines these challenges which touch on issues associated with age, gender, sexism, sexuality, race, racism, ethnicity, and mental health and wellness.

5. Required Texts/Readings

Sample Readings Could Include:

Allen, J., & Monk-Turner, E. (2010). Citizen perceptions of the legitimacy of traffic stops. *Journal of Criminal Justice*, 38, 589-594. doi: 10.1016/j.jcrimjus.2010.04.030

Amnesty International "No More Stolen Sisters: The Need for a Comprehensive Response to Discrimination and Violence against Indigenous Women in Canada."

<https://www.amnesty.ca/sites/default/files/amr200122009en.pdf>

Antrobus, E., Bradford, B., Murphy, K., & Sargeant, E. (2015). Community norms, procedural justice, and the public's perceptions of police legitimacy. *Journal of Contemporary Criminal Justice*, 31(2), 151-170. doi: 10.1177/1043986214568840

Bowling, Ben and Weber, Leanne. (2011). Stop and Search in a Global Context. *Policing and Society*. 21(4): 480-488.

Brigham, John et al. (2007). "The Influence of Race on Eyewitness Memory" from *Handbook of Eyewitness Psychology*.

Brown, B. and Benedict, W.R. (2002), "Perceptions of the police: past findings, methodological issues, conceptual issues and policy implications", *Policing: An International Journal of Police Strategies & Management*, Vol. 25 No. 3, pp. 543-80.

Brown, Robert and Frank, James. (2007). Race and Officer Decision Making" *Justice Quarterly*. 23(1): 96-126.

Buckley, Melina "Police Protection of Vulnerable and Marginalized Women" from *Missing Women Commission of Inquiry*

Cao, L. (2011). Visible Minorities and Confidence in the Police. *Canadian Journal of Criminology and Criminal Justice*. 53(1): 1.

Cao, L. (2014). Aboriginal People and Confidence in the Police. *Canadian Journal of Criminology and Criminal Justice/La Revue canadienne de criminologie et de justice pénale*. 1. 1-34. 10.3138/CJCCJ.2013.E05.

Cao, L. and Wu, Y. (2019). Confidence in the police by race: taking stock and charting new directions. *Police Practice and Research*. 20(1): 3-17.

Clements, Phil. (2008). *Policing a Diverse Society*. Oxford: Oxford University Press.

Christmas, R. (2012), Trust building in Aboriginal communities. *Canadian Public Administration*, 55: 451-470. <https://doi.org/10.1111/j.1754-7121.2012.00231.x>

DeJong, Christina. (2013). "Policing Styles, Officer Gender, and Decision Making" in *The Routledge International Handbook of Crime and Gender Studies*

Donohue, R.H. (2020) Shades of Blue: A review of the hiring, recruitment, and selection of female and minority police officers. *The Social Science Journal*, DOI: 10.1016/j.soscij.2019.05.011

Gau, J.M., & Brunson, R.K. (2010). Procedural justice and order maintenance policing: A study of inner-city young men's perceptions of police legitimacy. *Justice Quarterly*, 27(2), 10.1080/07418820902763889

Goldsmith, A. (2005). Police reform and the problem of trust. *Theoretical Criminology*, 9(4), 443-470. doi: 10.177/1362480605057727

Hanniman, Wayne. (2008). Canadian Muslims, Islamophobia, and National Security. *International Journal of Law, Crime and Justice*. 36(4): 271-285.

Heidensohn, Frances. (2012). "Gender and Policing" from *Handbook of Policing*

Hinds, L. (2007). Building police-youth relationships: The importance of procedural justice. *Youth Justice*, 7(3), 195-209. doi: 10.1177/1473225407082510

Ignatiev, N. *How the Irish Became White*. New York: Routledge, 1995.

Kirk, David et al. (2012). The Paradox of Law Enforcement in Immigrant Communities. *The Annals of the American Academy of Political and Social Science*. 641(1), 79-98.

Lee, H., Cao, L., Kim, D. and Woo, Y. (2019). Police contact and confidence in the police in a medium-sized city. *International Journal of Law, Crime and Justice*. 56: 70-78.

Madon, N.S., Murphy, K., & Sargeant, E. (2017). Promoting police legitimacy among disengaged minority groups: Does procedural justice matter more?. *Criminology & Criminal Justice*, 17(5), 624-642. doi: 10.1177/1748895817692849

Mazerolle, L., Bennett, S., Davis, J., Sargeant, E., & Manning, M. (2013). Procedural justice and police legitimacy: A systematic review of the research evidence. *Journal of Experimental Criminology*, 9, 245-274. doi: 10.1007/s11292-013-9175-2

McNeilly, G. (2018). Broken Trust: Indigenous People and the Thunder Bay Police Service. Report by the Office of the Independent Police Review Director.

Melchers, Ron. (2006). "Inequality before the Law: The Canadian Experience of 'Racial Profiling'" from the RCMP

Ontario Human Rights Commission. (April 2017). [Under Suspicion: Research and Consultation Report on Racial Profiling in Ontario](#).

Phillips, Coretta and Bowling, Benjamin "Racism, Ethnicity and Criminology" *British Journal of Criminology*

Reiman, Jeffrey. The Rich Get Richer and the Poor Get Prison. Needham Heights, MA: Allyn & Bacon (7th Edition).

Schafer, Joseph et al. (2003). Citizen Perceptions of Police Services: Race, Neighborhood Context, and Community Policing. *Police Quarterly*. 6(4): 440-468.

Stelkia, K. (2020). "Police Brutality in Canada: A Symptom of Structural Racism and Colonial Violence." Yellowhead Institute.

Sutton, Mike et al. (2006). Black and Asian Police Officers and Support Staff: Prejudice, Identity, Agency and Social Cohesion. *Internet Journal of Criminology*.

Tyler, T.R. (2004). Enhancing police legitimacy. *The Annals of the American Academy of Political and Social Science*, 593, 84-99.

6. Evaluation Methods

Sample Evaluation Methods Could Include:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)



Faculty of Social Science and Humanities

SSCI 5***G: Historic and Emerging Patterns in Policing

1. Course Description

This course examines the emergence of police as a social institution, focusing on its role and function as well as the social, political, economic, and cultural factors that compelled them into existence. The majority of the course is spent examining the various types of policing that have emerged in recent years. It will also examine how colonialism, discrimination, and racism have impacted the development and patterns of policing. The course will also provide an overview and history of First Nations policing in Canada. The focus here is on the theories and evidence used to support the emerging patterns in policing as they relate to reducing harm in communities. The course is broken into the following modules: 1) The Origins and Evolution of Policing; 2) Police Reform and the Proliferation of Policing Strategies; 3) Contemporary Technological and Data Driven Policing.

2. Learning Outcomes

On the successful completion of the course, students will be able to:

Module #1: The Origins and Evolution of Policing

- Describe the historical roots of policing and the factors that shaped the creation of the police
- Articulate the historical role, function, and structure of the police and how these have shaped contemporary policing

Module #2: Police Reform and the Proliferation of Policing Strategies

- Analyze the professionalization of the police and the various types of policing that have been deployed to prevent harm and address crime
- Explain the connections between various types of policing and the social, political, economic, and cultural settings from which they evolved

Module #3: Contemporary Technological and Data Driven Policing

- Interpret the utility of contemporary technological and data driven innovations in policing
- Analyze the big picture theoretical frameworks currently guiding police practice

3. Course Design

Modules will be delivered online in an asynchronous manner.

4. Outline of Topics in the Course

Module #1: The Origins and Evolution of Policing

This module examines the emergence and development of police and provides a global and historical context from which contemporary policing is built. The focus here is on the social, political, economic, and cultural factors that shaped the creation of the police. Topics covered include the emergence of police as a state actor and the early role, function, and structure of police.

Module #2: Police Reform and the Proliferation of Policing Strategies

This module examines the reform of police into a professional bureaucratic organization. With police professionalization came an increasing number of policing strategies. This module examines and critiques these strategies which include but are not limited to: problem-oriented policing, community policing and police partnerships, broken windows policing, zero tolerance policing, and intelligence-led policing.

Module #3: Contemporary Technological and Data Driven Policing

This module examines the emerging trends currently shaping contemporary policing. Focus here is on theories and innovations supporting technological and data driven policing. Topics covered include: policing the risk society, hot-spots policing, technology use in policing, big data, and data-driven policing.

5. Required Texts/Readings

Sample Readings Could Include:

Ericson, R. V., and K. D. Haggerty. Policing the Risk Society. Toronto: University of Toronto Press, 1997.

Ferguson, A. G. (2017). *The rise of big data policing: Surveillance, race, and the future of law enforcement*. New York: NYU Press.

Friedman, L. Crime and Punishment in American History. New York: Basic Books, 1993.

Garland, D. "The Limits of the Sovereign State: Strategies of Crime Control in Contemporary Society." *British Journal of Criminology* 36 (1996): 445–471.
doi:10.1093/oxfordjournals.bjc.a014105.

Goldstein, H. Problem-Oriented Policing. New York: McGraw-Hill, 1990.

Green, T., and A. Gates. "Understanding the Process of Professionalisation in the Police Organisation." *Police Journal: Theory, Practice and Principles* 87 (2014): 75–91.
doi:10.1350/pojo.2014.87.2.662.

Gultekin, K. "The Reform Era of Policing: How Does Organizational Structure Influence Organization Culture." *European Scientific Journal* 10 (2014): 508–518.

Human Rights Watch. *Those Who Take Us Away: Abusive Policing and Failures in Protection of Indigenous Women and Girls in Northern British Columbia, Canada*. (2013).

Kelling, G. L., and M. H. Moore. "The Evolving Strategy of Policing." In *The Police and Society: Touchstone Readings*, edited by V. E. Kappeler, 2–26. Long Grove, IL: Waveland Press, 2006.

Linden, S.B. (2007). Report of the Ipperwash Inquiry.

Monkkonen, E. "The Organized Response to Crime in Nineteenth- and Twentieth-Century America." *The Journal of Interdisciplinary History* 14 (1983): 113–128. doi:10.2307/203519.

Monkkonen, E. "History of Urban Police." *Crime and Justice* 15 (1992): 547–580. doi:10.1086/449201.

O'Connor, C.D. and Shon, P.C. (2019). Civilising the police: Reconceptualizing the role of the state in theories of American policing. *Global Crime*. 20(1): 45-64.

O'Malley, P. "Revisiting the Classics: 'Policing the Risk Society' in the Twenty-First Century." *Policing and Society* 25 (2015): 426–431. doi:10.1080/10439463.2015.1031500.

Oliver, W. M. "The Fourth Era of Policing: Homeland Security." *International Review of Law, Computers, & Technology* 20 (2006): 49–62. doi:10.1080/13600860600579696.

Punch, M. *Zero Tolerance Policing*. Bristol: Policy Press, 2007.

Reclaiming Power and Place. The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.

Schaible, L. M., and J. Sheffield. "Intelligence-Led Policing and Change in State Law Enforcement Agencies." *Policing: an International Journal of Police Strategies & Management* 35 (2012): 761–784. doi:10.1108/13639511211275643.

Sharpe, J. A. "The History of Crime in Late Medieval and Early Modern England: A Review of the Field." *Social History* 7 (1982): 187–203. doi:10.1080/03071028208567529.

Sherman, L. W., P. R. Gartin, and M. E. Buerger. "Hot Spots and Predatory Crime: Routine Activities and the Criminology of Place." *Criminology* 27 (1989): 27–55. doi:10.1111/j.1745-9125.1989.tb00862.x.

Uchida, C. D. "The Development of the American Police: An Historical Overview." In *Critical Issues in Policing: Contemporary Readings*, edited by R. G. Dunham and G. P. Alpert, 17–36. Long Grove, IL: Waveland Press, 2010.

Walker, S. "'Broken Windows' and Fractured History: The Use and Misuse of History in Recent Police Patrol Analysis." In *The Police and Society: Touchstone Readings*, edited by V. E. Kappeler, 51–65. Long Grove, IL: Waveland Press, 2006.

Wilson, J. Q., and G. L. Kelling. "Broken Windows." *The Atlantic Monthly* 249 (1982): 29–38.

6. Evaluation Methods

Sample Evaluation Methods Could Include:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)



Faculty of Social Science and Humanities

SSCI 5***G: Evidence Based Policing

1. Course Description

This course provides an in-depth examination of evidence-based policing. The focus here is on providing police officers with an understanding of research methods and data analysis techniques pertaining to policing. The goal is to provide a basic understanding of research so that strategic decisions can be made based on the strength of research evidence. Police officers will not be conducting research or performing statistical tests but rather developing an understanding of what counts as 'good' research. The course is broken into the following modules: 1) What is Evidence-Based Policing?; 2) Good and Bad Research; 3) Emerging Research Trends Shaping Policing.

2. Learning Outcomes

On the successful completion of the course, students will be able to:

Module #1: What is Evidence-Based Policing?

- Define evidence-based policing and describe its strengths and weaknesses
- Assess the utility of research for informing police decision-making

Module #2: Good and Bad Police Research

- Classify good and bad research
- Make strategic decisions based on an assessment of research quality

Module #3: Emerging Research Trends Shaping Policing

- Describe and assess the emerging research trends shaping police institutions
- Create and enhance research collaborations with academic partners

3. Course Design

Modules will be delivered online in an asynchronous manner.

4. Outline of Topics in the Course

Module #1: What is Evidence-Based Policing?

This module examines the foundations of evidence-based policing. The focus here is on providing a solid grounding in methodologies used in policing research and how research evidence has been used to inform police decision-making. Topics covered include: Triple –T strategy (targeting, testing, tracking) and more broadly how quantitative, qualitative, and mixed-methods research and principles inform evidence-based policing.

Module #2: Good and Bad Police Research

This module provides guidance on how to assess the quality of police research being conducted within their own services and elsewhere (e.g., academia). Attention is paid to providing a foundational understanding of good and bad research so that strategic decisions can be made based on quality research. Topics covered include: data quality, reliability and validity in measurement, sampling, data analysis, and correlation versus causation.

Module #3: Emerging Research Trends Shaping Policing

This module focuses on the research techniques and emerging trends shaping evidence-based policing. The focus of this module will be on providing a basic understanding of how to assess the quality of research associated with big data, meta-analyses, and randomized-controlled trials. The potential these research methodologies have to reshape policing will be explored. This module also examines police-academic partnerships and the potential these collaborations have for providing robust data to inform police decision-making.

5. Required Texts/Readings

Sample Readings Could Include:

- Bachman, R. and Schutt, R. (2003) 'Survey research', in *The Practice of Research in Criminology and Criminal Justice*, 2nd ed., London: Sage, chapter 6, pp. 172-217.
- Bachman, R. and Schutt, R.K. (2014) 'Sampling', in *The Practice of Research in Criminology and Criminal Justice*, 5th ed., London: Sage, pp. 101-133.
- Birzer, M.L. (2002). Writing partnership between police practitioner and researchers. *Police Practice and Research*. 3(2), 149-156.
- Borenstein, M. *et al.* (2009) 'How a meta-analysis works', in *Introduction to Meta-Analysis*, Chichester: Wiley, chapter 1, pp. 3-7.
- Braga, A.A., Papachristos, A.V., and Hureau, D.M. (2014). The effects of hot spots policing on crime: An updated systematic review and meta-analysis. *Justice Quarterly*. 31(4): 633-663.
- Brayne, S. (2017). Big data surveillance: The case of policing. *American Sociological Review*. 82(5): 977-1008.
- Brown et al. (2018). Extending the remit of evidence-based policing. *International Journal of Police Science and Management*. 20(1): 38-51.
- Bullock, K., & Tilley, N. (2009). Evidence-based policing and crime reduction. *Policing*, 3(4), 381-387.
- Chan, J., & Bennett Moses, L. (2016). Is big data challenging criminology? *Theoretical Criminology*. 20(1): 21-39.
- Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data Analysis: Complementary strategies*, California: Sage.
- Greene, J. (2013) 'New directions in policing: balancing prediction and meaning in police research', *Justice Quarterly*, 31(2): 193-228.
- Hart, T.C. and Zandbergen, P.A. (2012). *Effects of Data Quality on Predictive Hotspot Mapping*. National Institute of Justice.
- Hinton, P.R. (2004) 'Descriptive statistics', in *Statistics Explained*, 2nd ed., London: Routledge, pp. 5-23.

Hinton, P.R. (2004) 'Inferential statistics', in *Statistics Explained*, 2nd ed., New York; London: Routledge, pp.

Huey, L., & Ricciardelli, R. (2016). From seeds to orchards: Using evidence-based policing to address Canada's policing research needs. *Canadian Journal of Criminology and Criminal Justice* (January), 119-131.

Iszatt-White, M. and Saunders, C. (2014) 'Leading change: leadership's natural habitat?' in *Leadership*, Oxford: OUP, chapter 9, pp. 159-179.

Joh, E.E. (2015). The new surveillance discretion: Automated suspicion, big data, and policing. *Harvard L. & Pol'y Rev.* Research Paper Number 473.

Lum, C., Telep C.W., Koper, C.S. and Grieco, J. (2012) 'Receptivity to research in policing', *Justice Research and Policy*, 14(1): 61-95.

Moses, L.B. and Chan, J. (2018). Algorithmic prediction in policing: Assumptions, evaluation, and accountability. *Policing and Society*. 28(7): 806-822.

Nutley, S.M., Walter, I. and Davies, H.T.O. (2007). 'Drawing some conclusions on using evidence' in *Using Evidence: How research can inform public services*. Bristol: Policy Press, chapter 10, pp. 297-320.

Nutley, S.M., Walter, I. and Davies, H.T.O. (2007) 'Improving research use in practice contexts' *Using Evidence: How research can inform public services*. Bristol: Policy Press, chapter 7, pp. 195-230.

Reclaiming Power and Place. The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.

Rojeck, J., Smith, H.P., & Alpert, G.P. (2012). The prevalence and characteristics of police-practitioner-researcher partnerships. *Police Quarterly*. 15(3): 241-261.

Rousseau, D.M. and McCarthy, S. (2007) 'Educating managers from an evidence-based perspective', *Academy of Management Learning & Education*, 6(1): 84-101.

Sherman, L.W. *et al.* (1989) 'Hot spots of predatory crime: routine activities and the criminology of place', *Criminology*, 27(1): 27–55.

Sherman, L.W. (1998) *Evidence-Based Policing*, Ideas in American Policing Series, Washington, DC: Police Foundation.

Sherman, L.W. (2007) 'The power few: experimental criminology and the reduction of harm', *Journal of Experimental Criminology*, 3(4): 299-321.

Sherman, L.W. (2013) 'The rise of evidence-based policing: targeting, testing and tracking' in M. Tonry (ed.) *Crime and Justice in America, 1975-2025*, Crime and Justice, Vol. 42, Chicago: University of Chicago Press, pp. 377-452.

Wikstrom, P-O. (2008) 'In search of causes and explanation of crime', in R. King and E. Wincup (eds) *Doing Research on Crime and Justice*, 2nd ed., Oxford: Oxford University Press, pp. 117-139.

6. Evaluation Methods

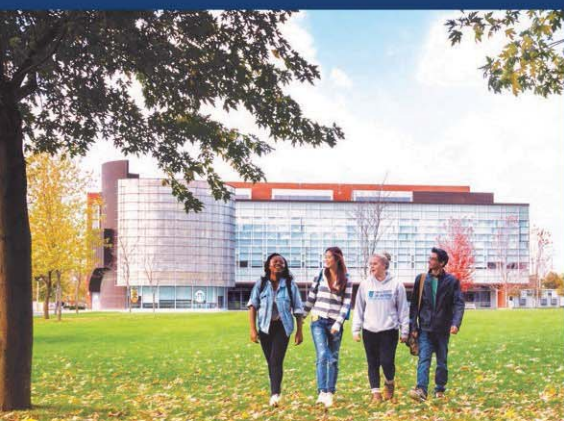
Sample Evaluation Methods Could Include:

- Knowledge-based tests/quizzes/ response essays
- Research papers
- Argumentative essays
- Research proposals
- Class discussions/ presentations
- Community engagement projects
- Virtual tools (e.g., skills simulators)

New Program Proposal: Graduate Diploma in Police Leadership

Library Statement of Support Provided to Ontario Tech University

Prepared by: Chelsie Lalonde, Faculty of Social Science and Humanities Liaison Librarian, April 2020



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Summary

Ontario Tech University Library's holdings spanning the social sciences and humanities disciplines are strong.

The Graduate Diploma in Police Leadership is an online program that focuses on organizational leadership, equity and inclusion in policing, historical and emerging patterns in policing, and evidence-based policing. It will draw on resources in the subject areas of criminology, leadership, and the history of criminology and policing. The program is comprised of four flexible online asynchronous graduate courses.

The Library's research and special collections total more than 99,000 print volumes and 97,000 journal subscriptions. The Library provides access to more than 840,000 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Resource Requirements

As an online program, the Graduate Diploma in Police Leadership will draw heavily on our existing online resources, necessitating us to augment our criminology book collection with additional e-books on topics of police leadership, problem-oriented policing, and new and emerging trends in policing.

Resource	Rationale	Budget Requirement	OTO or Ongoing
Library Collections	Address gaps identified in the Library's e-book collection holdings	\$2,500	Ongoing
Total		\$2500	

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 99,000 print books purchased by both Ontario Tech and Durham College. Additionally, the Library provides access to online resources including e-books and online databases that are selected to meet the teaching and research needs of Ontario Tech programs. Students and faculty are served by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The Library's social science and humanities collection covers a variety of subject areas that support the Graduate Diploma in Police Leadership. The Graduate Diploma in Police Leadership will be supported by the Library's current criminology, sociology, business and history collections. The criminology collection will support topics in policing, current and historical. The sociology collection will provide support with resources in equity and inclusion, and the business and leadership collection will provide resources to support organizational leadership. In addition, our current resources in the areas of critical thinking, problem solving, dispute resolution, decision-making, research methods and scholarly writing will provide support for this program.

As an online program, the Graduate Diploma in Police Leadership will draw heavily on our existing online resources, requiring us to augment our criminology book collection with additional e-books on topics of criminology and policing, including police leadership and new and emerging trends in policing.

The Library's collections expenditures for the fiscal year 2018-2019 totaled \$1.9M. Approximately 90% of this budget is allocated for the purchase of subscription online resources. The remainder of the budget is allocated for the acquisition of print and online resources to support the curriculum including journals, books and e-books, multimedia and other specialized material.

The Library collects materials to support programs in the Faculty of Social Science and Humanities, including coverage of criminology, legal issues, political science, social studies, communications and leadership. Further, the collection covers a variety of sociology topics of relevance to this program such as sociology, indigenous issues, human rights, race relations, and social issues.

The Library welcomes suggestions from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University Library benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canada Research Knowledge Network (CRKN) is comprised of 76 academic libraries across Canada that include world-class research institutions, innovative teaching-focused institutions, as well as two national libraries, and Canada's largest public library system. CRKN is dedicated to expanding digital

content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers, administrators and other stakeholders in the research community, CRKN undertakes large-scale content acquisition and licensing initiatives in order to build knowledge infrastructure, research, and teaching capacity in Canada's universities.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

The Library provides access to more than 97,820 journal titles across all disciplines. Our collection of academic journals in disciplines related to the Graduate Diploma in Police Leadership is strong and includes titles relating to criminology, policing, and social issues.

Students and researchers can access extensive journal holdings, in many cases including archives, from publishers such as Cambridge University Press, Elsevier, SpringerLink, Taylor & Francis, and Sage. The Library provides access, through subscription, to most of the relevant journals in these disciplines with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2018).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Criminology & Penology	61/65	<ul style="list-style-type: none">• Criminology• Police Quarterly• Criminology & Public Policy• Criminology & Criminal Justice• Policing & Society• Victims & Offenders• Canadian Journal of Criminology and Criminal Justice
Social Issues	41/42	<ul style="list-style-type: none">• Journal of Social Issues• Politics & Society

Police and policing specific journal holdings include:

- Policing, Policing: an international journal of police strategies & management
- Policing & Society
- Policing Today
- Police Quarterly
- Police Studies
- Journal of Policing

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- Intelligence and Counter Terrorism
- Policing: a journal of police and practice

Books & E-Books

We provide access to 99,157 print books and 840,521 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including:

- Canadian University Presses
- American University Presses
- Routledge
- Springer
- SAGE
- Wiley

The following table highlights print and e-book holdings at the Library in relevant subjects. Collection strengths are evident in community policing, police, criminology, police and technology, police and history, and leadership. Gaps identified in the Library's holdings in the following subjects will be areas of focus for collection development:

- Problem-oriented policing
- Police supervision
- Police and Leadership
- Police chiefs

Subject	PrintBooks	E-Books
Problem-oriented policing	1	10
Community policing	63	178
Team policing	1	8
Police	792	3895
Police morale	23	13
Communication in police administration	13	6
Police supervision	8	26
Police chiefs	5	13
Police regulations	3	44
Criminology	507	2390
Criminal methods	3	1
Leadership	786	8728

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Subject	Print Books	E-Books
Police and Leadership	5	27
Police and Technology	5	241
Police and History	73	417
Policing and History	25	83

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in policing and police leadership. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: [Discipline] Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
<ul style="list-style-type: none">• Criminal Justice Periodicals• ProQuest Criminal Justice	<ul style="list-style-type: none">• Scholars Portal Journals• Conference Board of Canada	Business: <ul style="list-style-type: none">• Business Source Complete (Leadership & Management)

Other Library Resources

Multimedia Resources

The Library acquires streaming video resources that are relevant to the disciplines in the Graduate Diploma in Police Leadership program. Multimedia resources are selected individually or as part of standing subscriptions.

The Library's collection includes 106,020 Streaming Video titles. Of these multimedia resources, the following are particularly relevant to the courses in the Graduate Diploma in Police Leadership

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Alexander Street	14,271
Criminal Justice and Public Safety in Video	542
Curio	161
Films on Demand	427
Kanopy	4

Streaming Video Collection	Relevant Titles
National Film Board of Canada (NFB)	45

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in Graduate Diploma in Police Leadership have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person, via telephone, email and online chat help. In the 2018-2019 academic year, library staff answered 8,983 research questions from the Ontario Tech community. From April 2019 to March 2020, 887 questions were from faculty or graduate students.

Librarians are available for individualized research consultations with students and faculty. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. From April 2019 to March 2020, Librarians participated in 8 research consultations with members of the Faculty of Social Science and Humanities

Theses & Dissertations

The Library ensures that the Ontario Tech community has access to national and international thesis and dissertation databases. Access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal is provided through the Library website. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, e-scholar@UOIT, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, the Library provides a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy classes that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. The following courses have been identified as potential Information Literacy touchpoints, due to the research skills outcomes built into the curriculum:

- Evidence-Based Policing (SSCI 5***G) - developing an understanding of what counts as 'good' research

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Graduate Diploma in Police Leadership include:

- Criminology
- Citation Guide: <https://guides.library.uoit.ca/citation>

During the 2019-2020 academic year, these guides were viewed a combined 6,627 times.

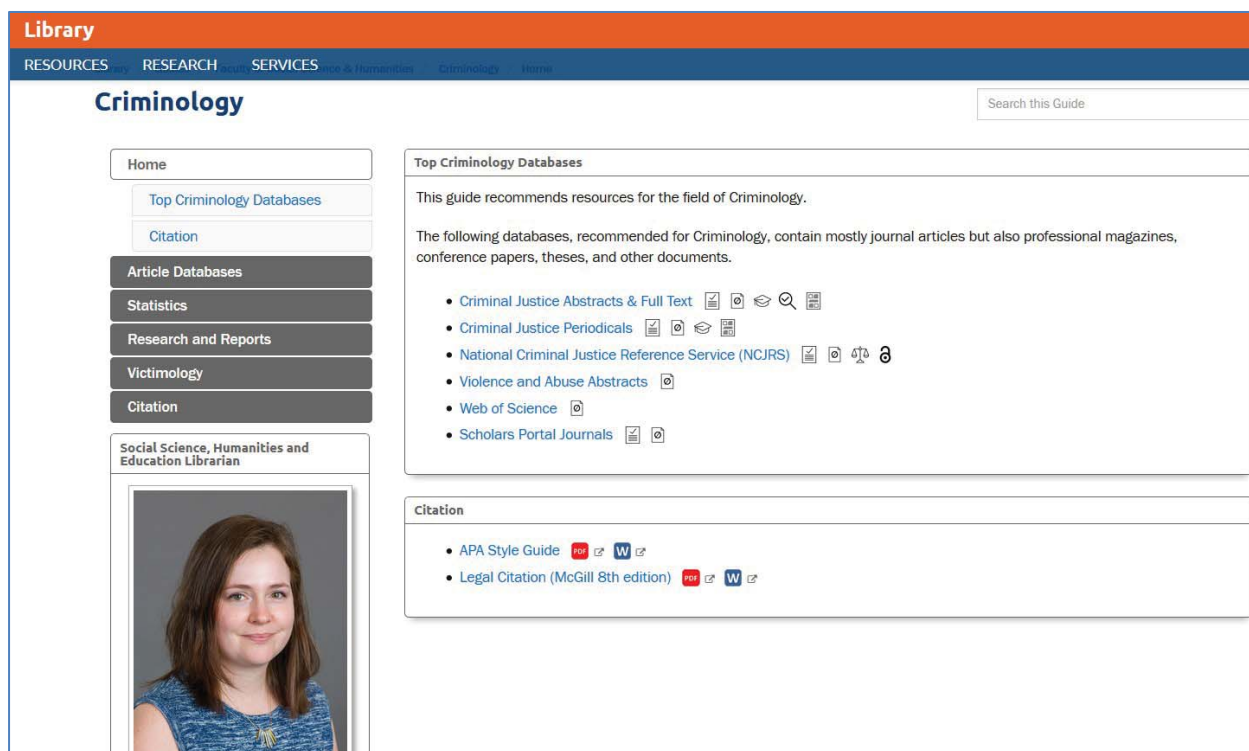


Figure 1 Criminology Research Guide

Copyright & Academic Integrity

The Library provides copyright advice for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). The Library also helps faculty find, evaluate and integrate Open Educational Resources into their courses.

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The Library's research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place material that is in high demand on course reserve in the library. Reserve material is available to students on shorter loan periods, ensuring equitable access to required textbooks and readings.

In addition to print material, instructors may also place material from the library's online holdings on electronic reserve. Electronic reserves are subject to copyright compliance and licensing restrictions. The Library provides access to reserve material via the reserve catalogue, which is searchable by instructor, course code and course name.

Library Staffing

The anticipated intake for students in the Graduate Diploma in Police Leadership for years 1-5 is as follows:

Year of Operation	Total Enrollment
2021-2022	5
2022-2023	10
2023-2024	15
2024-2025	20
2025-2026	20

The library does not anticipate that there will be additional staffing requirements associated with this new diploma program. Given the growth of graduate and undergraduate degree programs and diplomas across the University, the Library anticipates that there will be additional staffing requirements in the future. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the new Graduate Diploma in Police Leadership. Our suite of services and programs will meet the needs of students and faculty in this program. Minor gaps in our collections have been identified and will be addressed with minimal start-up and ongoing funding.

We look forward to working in collaboration with students and faculty in this new program.

APPENDIX C

GDIP Policing Course	Module # (4 week equivalent)	September	October	November	December	January	February	March	April	May	June	July	August
1) Leading and Implementing Change in Policing (SSCI 5xxxG)	1	X											
	2					X							
	3									X			
2) Special Topics in Criminology (Equity and Inclusion in Policing) (SSCI 5400G)	1		X										
	2						X						
	3										X		
3) Historic and Emerging Patterns in Policing (SSCI 5xxxG)	1			X									
	2							X					
	3											X	
4) Evidence-Based Policing (SSCI 5xxxG)	1				X								
	2								X				
	3												X

***Tentative schedule will need to be adjusted for holidays but this broad outline would allow us to offer the entire program over a 1 year period which helps with marketing. Each year we would attach specific dates to the schedule.

***At the beginning, we would offer courses on a reduced schedule as dictated by enrollment and interest.

APPENDIX D

PROGRAM FINANCIAL SUMMARY

Enrolment	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1st year	5	10	15	20	20	20
Continuing Year 2	0	0	0	0	0	0
Continuing Year 3	0	0	0	0	0	0
Continuing Year 4	0	0	0	0	0	0
TOTAL New Students	5	10	15	20	20	20

Revenue	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Domestic Tuition	\$30,600	\$62,424	\$95,509	\$129,892	\$132,490	\$135,139
International Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Grant	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$30,600	\$ 62,424	\$ 95,509	\$ 129,892	\$ 132,490	\$ 135,139

Course Summary	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
# of lecture sections	4	4	4	4	4	4
# of labs	0	0	0	0	0	0
# of tutorials	0	0	0	0	0	0

Required Hires	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
# of TTT	0	0	0	0	0	0
# of TF	0	0	0	0	0	0
# of PT Faculty	4	4	4	4	4	4

Expenses						
Academic Salaries	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
FT Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FT Benefits (18.5%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FT Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Faculty	\$ 32,548	\$ 34,175	\$ 35,884	\$ 37,678	\$ 39,562	\$ 41,540
Additional TAships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TAs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lab Instructors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Benefits (11%)	\$ 3,580	\$ 3,759	\$ 3,947	\$ 4,145	\$ 4,352	\$ 4,569
PT Total	\$ 36,128	\$ 37,935	\$ 39,831	\$ 41,823	\$ 43,914	\$ 46,110
Total Academic Salaries	\$ 36,128	\$ 37,935	\$ 39,831	\$ 41,823	\$ 43,914	\$ 46,110

Support Staff Salaries	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Graduate Program Assistant	\$2,776	\$2,859	\$2,945	\$3,034	\$3,125	\$3,218
(5% of time)	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits (18.5%)	\$514	\$529	\$545	\$561	\$578	\$595
Total Support Staff Salaries	\$3,290	\$3,388	\$3,490	\$3,595	\$3,703	\$3,814

[illegible]

Capital	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL Capital	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$41,118	\$43,023	\$45,022	\$47,118	\$49,317	\$51,624
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NET Income with Grant	-\$10,518	\$19,401	\$50,487	\$82,774	\$83,173	\$83,516
NET Income without Grant	-\$10,518	\$19,401	\$50,487	\$82,774	\$83,173	\$83,516