

Police Foundations Program Standard

The approved program standard for all Police Foundations programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53008)

Ministry of Training, Colleges and Universities
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I. Introduction

This document is the Program Standard for all Police Foundations programs of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53008).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Colleges Branch of the Ministry of Training, Colleges and Universities has responsibility for the development, review, and approval of system-wide standards for programs of instruction at colleges of applied arts and technology of Ontario.

Program Standards

Program standards apply to all similar programs on instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Generic employability skills standard** (the generic skills learning outcomes which apply to programs of instruction offering similar credentials), and
- **General education standard** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Learning Outcomes

Learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Learning Outcomes

The **learning outcome** statement sets out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. However, it is the performance of the learning outcome itself on which students are evaluated. The elements are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome. The elements do not stand alone but rather in reference to the learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Police Foundations Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, contact the Ministry of Training, Colleges and Universities at the address or telephone number noted on the inside cover page.

II. Vocational Standard

All graduates of Police Foundations programs of instruction must have achieved the thirteen vocational learning outcomes listed in the following pages, in addition to achieving the generic employability skills learning outcomes and meeting the general education requirement.

Preamble

The program standard for Police Foundations programs of instruction in the colleges of applied arts and technology includes a foundation of generic employability skills and general education standards that are achieved concurrently with the vocational standard. The following vocational outcomes are the result of significant consultation with a variety of external and internal stakeholders.

Graduates of Police Foundations programs of instruction will have completed a program of study that has a solid basis in the theory and principles needed to enter a career in policing. This program responds to the need for graduates to have a broad focus on the criminal justice system. Through successful achievement of these standards, graduates have the foundational knowledge that is necessary for a career in policing.

Graduates of the Police Foundations Program may also be employed in a variety of areas relating to the criminal justice system, security, and crime prevention such as private security; university and college police; transportation police; and, waterways and parks police.

There are opportunities for graduates to pursue further educational qualifications through articulation agreements between the colleges and universities. Students should contact individual colleges for further details of a college's articulation agreements with universities.

Synopsis of the Vocational Learning Outcomes Police Foundations Programs

The graduate has reliably demonstrated the ability to

- 1. act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards.**
- 2. communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multidisciplinary teams in order to achieve goals.**
- 3. apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/offenders, and the public.**
- 4. document, prepare, and assist in the presentation of court cases in compliance with criminal and provincial law, rules of evidence, and the Charter of Rights and Freedom.**
- 5. assess the use of police powers.**
- 6. initiate, promote, and facilitate partnerships to meet community policing and security needs.**
- 7. assess the relationship of policing services to other participants in the criminal justice system and other community service agencies.**
- 8. make sound decisions based on an evaluation of situations.**
- 9. cope with stress and optimize fitness and wellness.**
- 10. apply fundamental concepts of political science, law and legislative policy making, and public administration to the provision of police services.**
- 11. assess information-gathering skills used in basic investigative techniques.**
- 12. assess crisis intervention strategies.**
- 13. develop strategies to assist crime victims to meet their needs.**

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards.

Elements of the Performance

- Make choices based on ethical decision-making principles
- Analyze personal and collective conduct related to ethical challenges that arise in various work situations
- Apply provincial and federal standards, regulations, and rules to professional conduct
- Accept responsibility and accountability for own behaviour
- Adhere to the professional code of ethics
- Develop ongoing personal and professional plans and strategies to enhance job performance and career opportunities
- Solicit and use feedback regarding performance as part of ongoing self-awareness
- Protect confidentiality of information
- Respect the legal rights of others
- Recognize the importance of protecting the safety of self and others

2. *The graduate has reliably demonstrated the ability to*
communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multidisciplinary teams in order to achieve goals.

Elements of the Performance

- Influence or persuade others using a variety of communication strategies or techniques
- Use appropriate, concise, relevant, and comprehensive terminology to interact with peers, supervisors, other professionals, victims, suspects/offenders, and the public
- Use communication strategies, techniques, and language to meet the needs of an individual or group
- Communicate with diverse populations in a sensitive manner
- Prepare documents that report the analysis of information or alternatives, derive appropriate conclusions, and propose recommendations
- Deliver, to a variety of audiences, effective presentations that report results of the analysis or alternatives, conclusions, and recommendations
- Evaluate the results of communication and adapt subsequent communication strategies
- Employ theories of team-building and a variety of team-building strategies to build a team and to enhance its effectiveness
- Assist groups to identify shared goals and to create, implement, and evaluate action plans to accomplish these goals
- Employ, in a team situation, theory and techniques of conflict resolution, mediation, and negotiation
- Apply knowledge of group dynamics theories when functioning in or coordinating a group/team

3. *The graduate has reliably demonstrated the ability to*
apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors, other professionals, victims, suspects/offenders, and the public.

Elements of the Performance

- Take into account the impact of current social problems when developing strategies to deal with different segments of society
- Recognize and intervene in situations where disordered behaviour is displayed in ways that promote safety for the individual and society
- Behave in an empathetic, respectful, and understanding manner
- Recognize how legislation and pressure groups influence others
- Recognize the psychological and sociological impact of crime and violence on victims in particular and society in general
- Take into account theories and concepts of criminology to analyze various forms and patterns of criminal behaviour
- Recognize the impact of social problems on individuals, families, and groups and make appropriate referrals to community and social service agencies

4. *The graduate has reliably demonstrated the ability to*
document, prepare, and assist in the presentation of court cases in compliance with criminal and provincial law, rules of evidence, and the Charter of Rights and Freedom.

Elements of the Performance

- Describe crime scene procedures used for securing, searching, recording, collecting, and preserving evidence
- Adhere to courtroom procedures and practices when testifying in court and in case presentations
- Testify in a professional manner
- Prepare court documents that elaborate on the significant elements of a case and adhere to rules of disclosure
- Comply with provincial, civil, and criminal law and use rules of evidence to guide investigation and interactions, and to ensure admissibility of evidence
- Describe technological and scientific advances used for investigating and preparing cases for court presentation
- Orally recreate conditions present at the crime scene
- Apply knowledge of court jurisdictions in various situations (e.g., foreign warrants, extradition, First Nations policing)
- Interview individuals and groups to collect evidence, and to elicit and validate information

- 5. *The graduate has reliably demonstrated the ability to***
assess the use of police powers.

Elements of the Performance

- Comply with the Charter of Rights and Freedoms
- Analyze powers of arrest, search and seizure, and use of force in a variety of situations
- Adhere to statutes governing police authority and power
- Lay charges in compliance with federal and provincial statutes

- 6. *The graduate has reliably demonstrated the ability to initiate, promote, and facilitate partnerships to meet community policing and security needs.***

Elements of the Performance

- Survey the community to identify problems and expectations
- Establish effective cooperative working relationships with a variety of individuals and groups in the community
- Develop strategies to reduce crime opportunities and improve the quality of life in the community
- Develop strategies to facilitate change and to secure needed resources
- Analyze the development, implementation, and evaluation of community policing initiatives
- Apply knowledge of current crime prevention theories and strategies to provide advice that reduces the opportunity for crime
- Explain to individuals, groups, and/or businesses crime prevention theories and the value and effectiveness of a variety of crime prevention practices used to protect against unlawful intrusion
- Explain to a variety of audiences the crime prevention theories and the value and effectiveness of a variety of crime prevention practices used to defend self and others against criminal activity
- Assess a home/business and recommend strategies to reduce or prevent criminal activity
- Conduct and present analytical and statistical evaluation/assessments of crime and criminal activity
- Give speeches and other presentations that effectively inform listeners
- Identify and collaborate with diverse populations
- Collaborate with community leaders to advocate for systemic change
- Inform the community about the role of police and police services

7. *The graduate has reliably demonstrated the ability to*
assess the relationship of policing services to other participants in the criminal justice system and other community service agencies.

Elements of the Performance

- Recognize the interrelationship among the various community agencies, other participants in the criminal justice system, and police services
- Assist individuals and groups to use the justice system effectively and efficiently
- Assist members of the community to access the appropriate community agency or service
- Seek information or resources from the appropriate person or agency
- Assess the liaison among police services, other participants in the criminal justice system, and community agencies

- 8. *The graduate has reliably demonstrated the ability to*
make sound decisions based on an evaluation of situations.**

Elements of the Performance

- Collect, analyze, and synthesize information through observation, research, and consultation
- Solicit and utilize constructive feedback about one’s own decision-making abilities
- Evaluate, to enhance job performance, the effectiveness of personal decision-making techniques in an ongoing and professional manner
- Take into account how personal value systems influence decision-making
- Use decision-making and problem-solving techniques and strategies that are appropriate to the situation
- Develop strategies to improve own decision making

9. *The graduate has reliably demonstrated the ability to cope with stress and optimize fitness and wellness.*

Elements of the Performance

- Assess one's lifestyle, develop and implement a personal action plan to improve individual fitness and wellness
- Collect and record data in a systematic and organized manner in order to monitor, critique, and evaluate their personalized fitness program
- Maintain the required level of performance for standardized physical tests required for employment
- Recognize signs of stress and implement effective and constructive strategies to cope with stress

10. *The graduate has reliably demonstrated the ability to*
apply fundamental concepts of political science, law and legislative policy making, and public administration to the provision of police services.

Elements of the Performance

- Distinguish among the various areas of government and their roles in creating laws, regulations, and policies influencing police work
- Take into account the influence of political changes and/or trends on policing
- Evaluate the influence of public opinion and special interest groups on the political process and on police services
- Apply knowledge of how law and regulation are created, from identification of need to royal assent
- Apply knowledge of how various levels of government, political changes and decisions, public opinion, and special interest groups influence the creation of laws, regulations, and the policies and practices governing police services
- Recognize the relationship between political trends and issues, and police services
- Apply knowledge of public administration, public sector management, and organizational theory to the provision of police services
- Recognize the parameters of federal, provincial, and municipal jurisdiction
- Recognize the status of First Nations peoples

11. *The graduate has reliably demonstrated the ability to*
assess information gathering skills used in basic investigative techniques.

Elements of the Performance

- Systematically assess situations and events
- Observe, research, and collect relevant information following accepted rules of practice
- Conduct interviews to collect relevant information in a lawful and professional manner
- Use questioning techniques to gather, clarify, and validate information
- Record statements and observations accurately and objectively
- Develop effective observation and interview skills

- 12. *The graduate has reliably demonstrated the ability to assess crisis intervention strategies.***

Elements of the Performance

- Respond appropriately when provoked or when working under conditions of stress
- Assess situations for risk and potential conflict
- Apply conflict management techniques including non-physical intervention strategies
- Employ techniques such as conflict reduction, mediation, negotiation, and conciliation in a variety of situations
- Defuse or contain a crisis situation
- Apply concepts and principles from theories of human behaviour to intervene in crisis situations
- Recognize and react appropriately to situations involving various levels of risk
- Follow legal requirements when dealing with high risk situations
- Influence others and persuade listeners to acknowledge different viewpoints by using a variety of communication strategies and techniques

13. *The graduate has reliably demonstrated the ability to*
develop strategies to assist crime victims to meet their needs.

Elements of the Performance

- Inform victims of their rights under, and roles in, the criminal justice system
- Assess the needs of victims of different crimes
- Intervene/support, or arrange appropriate intervention/support, to meet the needs of victims of different crimes
- Promote optimum approaches needed within the police service, the community, and the justice system to improve and facilitate the integration and coordination of services for victims
- Protect the safety of victims
- Respond to the varied and common needs of victims of different crimes
- Refer victims of crime to appropriate services

III. Generic Employability Skills Standard

*All graduates of Police Foundations programs of instruction must have achieved the thirteen generic skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement. In the generic employability skills learning outcomes, an **explanation** is also provided to help ensure clarity.*

Synopsis of the Generic Employability Skills Learning Outcomes Police Foundations Programs

The graduate has reliably demonstrated the ability to

- 1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.**
- 2. reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.**
- 3. apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.**
- 4. use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.**
- 5. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**
- 6. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.**
- 7. collect, analyze, and organize relevant and necessary information from a variety of sources.**
- 8. evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.**
- 9. create innovative strategies and/or products that meet identified needs.**
- 10. manage the use of time and other resources to attain personal and/or project-related goals.**
- 11. take responsibility for her or his own actions and decisions.**
- 12. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.**
- 13. represent her or his skills, knowledge, and experience realistically for personal and employment purposes.**

The Generic Employability Skills Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.

Explanation

Communicating in a clear, concise, and correct manner requires producing the written, spoken or visual material that best suits the situation. Graduates will have developed their ability to analyze their audiences to identify what is required and to match those needs with the means that is most appropriate. They will have produced material according to the style and conventions required, and they will have checked their products for accuracy and clarity. Finally, graduates will have used the tools available to them to create and correct their written, spoken, and visual messages.

Elements of the Performance

- Plan and organize communications according to the purpose and audiences
- Choose the format (e.g., memo, illustration, video, multimedia presentation, diagram) appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Produce material that conforms to the conventions of the chosen format
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from mechanical errors
- Use the computer technology that will enhance the production of materials
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

2. *The graduate has reliably demonstrated the ability to*
reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

Explanation

Responding to messages from many sources requires the ability to receive and to comprehend what has been received. One way to demonstrate that comprehension is to reframe, or restate in other forms, the original message. This requires graduates to have developed the skills to read, listen to, and observe messages contained within narrative and visual forms. It also requires the ability to construct unique narrative and visual representations that are consistent with the original messages.

Elements of the Performance

- Develop and use strategies to read, listen, and observe effectively
- Clarify what has been read, heard, and observed
- Reproduce original information in other formats (e.g., written and spoken summaries; tables, figures, charts, diagrams, maps, drawings, photographs, and computer-generated graphics; terms represented by numbers; and values represented by letters or signs)
- Use technology, where appropriate, to aid in reframing
- Evaluate the representation for consistency of meaning with the original
- Acknowledge the use of material from other sources according to the conventions of the medium used

3. *The graduate has reliably demonstrated the ability to*
apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.

Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

Elements of the Performance

- Recognize situations that require mathematics
- Assess potential mathematical strategies (including models, geometric representations or formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness
- Decide on the degree of accuracy required for answers
- Estimate probable answers
- Execute mathematical operations necessary to implement selected strategies
- Use calculators or appropriate technological tools to perform mathematical operations accurately
- Check for errors in numerical answers and the appropriate fit between problems and answers
- Express answers clearly
- Transfer the use of mathematical strategies from one situation to another

4. *The graduate has reliably demonstrated the ability to*
use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well. Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately. Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

Elements of the Performance

- Use basic operating system functions competently (e.g., load software, store and retrieve data)
- Determine which tasks can best be handled by computers and other technology
- Select suitable software, equipment, and tools for the task
- Use the software, equipment, and tools effectively, correctly, and ethically
- Deal with equipment and software problems and errors in a logical and systematic manner
- Transfer concepts, knowledge, and skills from one technology to another
- Evaluate one's own use of hardware, software, and technological tools

5. *The graduate has reliably demonstrated the ability to*
interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Explanation

Working in teams or groups in either a work or personal context requires the ability to assume responsibility for collective duties and decisions. It also requires interacting effectively with the members of the group. Therefore, in achieving this outcome, graduates will have demonstrated their ability to understand and complete the various tasks required of them as group members. They will also have demonstrated their ability to understand and respond to others.

Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion
- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts
- Regularly assess the group's progress and interactions and make adjustments when necessary

6. *The graduate has reliably demonstrated the ability to*
evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.

Explanation

Solving a range of complex problems and dealing with a variety of tasks require the thinking skills and strategies that will allow graduates to identify what has to be done and to select and implement the most suitable approach. In applying thinking skills and strategies, graduates will have understood the limits as well as the potential of their own thought processes. As well, in attempting various strategies, they will have explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

- Clarify the nature and extent of problems or required directions
- Explore various thinking skills and strategies that could be used
- Identify limits as well as the potential of one's own thought processes
- Choose and apply thinking skills and strategies (e.g., inductive and deductive thinking; creative and intuitive thinking; inquiry; critical thinking; and reflection)
- Evaluate results of the thinking skills and strategies used in problem solving and decision making
- Appreciate the benefits of the use of alternative types of thinking

7. *The graduate has reliably demonstrated the ability to*
collect, analyze, and organize relevant and necessary information from a variety of sources.

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize that information in understandable ways. In achieving this outcome, graduates will have developed and used strategies to locate and gather a wide range of information, most particularly through technological means. They will have learned how to select pertinent information and to sort it so that it can be displayed in useful formats like databases and spreadsheets. This information can then be used to support decisions and to assist in the completion of tasks.

Elements of the Performance

- Identify the nature of the information required
- Investigate sources of information (including people, text, databases, and the Internet)
- Gather information from the most appropriate sources using various data collection techniques, including technology
- Examine the information and select what is relevant, important, and useful
- Employ a variety of techniques to organize the information (e.g., spreadsheets, databases, graphs, charts)
- Draw conclusions about how the information can be used
- Evaluate the processes used
- Cite sources according to the conventions of the medium used

8. *The graduate has reliably demonstrated the ability to*
evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

Explanation

With the wealth of numerical and non-numerical information available, graduates must be able to interpret, understand, and draw conclusions about what others have produced. Graduates will have used their mathematical abilities to question the validity of statistics and other numerical claims. Graduates also will have used their language and critical thinking skills to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions. As a result, graduates will have developed the ability to question and make decisions about what they read, hear, and observe.

Elements of the Performance

- Identify conclusions and claims made by others
- Detect any fallacies, biases, misrepresentations, and assumptions and judge their relevance to supporting arguments
- Check for accuracy and credibility of claims or arguments
- Be prepared to defend acceptance or rejection of claims or arguments

9. *The graduate has reliably demonstrated the ability to*
create innovative strategies and/or products that meet identified needs.

Explanation

Creating strategies and products that are original and innovative will require graduates to develop their creative thinking skills to find alternative ways to address situations. Graduates will have developed the confidence to use old information in new ways; to see unique relationships; and to practice the lateral, divergent, and intuitive thinking that will yield new approaches.

Elements of the Performance

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs
- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

- 10.** *The graduate has reliably demonstrated the ability to*
manage the use of time and other resources to attain personal and/or project-related goals.

Explanation

Achieving task-related goals in their personal and professional lives requires graduates to use their time, money, space, and other, often limited, resources as efficiently as possible. Graduates will have developed their ability to plan and predict ways of achieving goals. They will have developed and used tools intended to assist in the process. Finally, they will have attempted to follow their plans and use the tools, assessing regularly how realistic the goals, plans, and processes are and adapting when it is necessary.

Elements of the Performance

- Define reasonable and realistic goals
- Use planning tools (e.g., budgets, schedules) to achieve goals
- Monitor the process and goals and respond to changes
- Use resources (e.g., money, space, time) efficiently to accomplish tasks
- Re-evaluate goals and the use of resources and make appropriate adjustments

- 11. *The graduate has reliably demonstrated the ability to take responsibility for her or his own actions and decisions.***

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

- Review the results of one's actions and decisions
- Reflect on the processes and practices used
- Identify any errors and make corrections
- Identify successes for adaptation to other situations
- Account for how one's own values and beliefs affect actions and decisions
- Evaluate and act upon constructive feedback
- Be prepared to defend decisions made and actions taken

- 12. *The graduate has reliably demonstrated the ability to adapt to new situations and demands by applying and/or updating her or his knowledge and skills.***

Explanation

Transferring skills from one context to another enables graduates to be lifelong learners. Graduates will have developed the confidence to know that their current skills are applicable to a range of changing, novel and unexpected situations. They will have demonstrated their ability to reflect on what they can do, match those skills to the new demands, and apply previous skills or develop the additional ones that will make them as effective in the new situations.

Elements of the Performance

- Assess current skills, knowledge, and learning styles
- Identify skills and knowledge required for new situations
- Adapt current skills and knowledge to new situations
- Identify new skills and knowledge required
- Choose the most appropriate learning and working styles to acquire new skills and knowledge
- Evaluate success of the processes and actual adaptations

- 13. *The graduate has reliably demonstrated the ability to represent her or his skills, knowledge, and experience realistically for personal and employment purposes.***

Explanation

Preparing for changes in their personal and professional lives requires graduates to assess and present their accomplishments and abilities. In achieving this outcome, graduates will have developed their ability to reflect on what they have done and learned. They will also have summarized their abilities in ways that are attractive and useful to potential recipients. These ways may include portfolios and resumes. Finally, graduates will have developed the skills to present themselves and their accomplishments personally and with confidence.

Elements of the Performance

- Summarize one's own skills, knowledge, and experience realistically
- Choose formats (e.g., resume, portfolio, interview) which best display skills, knowledge, and experiences according to the situations
- Evaluate responses to the representations and make any adjustments

IV. General Education Standard

All graduates of Police Foundations programs of instruction must have met the general education requirement described on the following pages, in addition to achieving the vocational and generic employability skills learning outcomes.

The General Education Requirement for Ontario College Diploma Programs

Graduates will have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically involve students taking three to five courses (or the equivalent) designed discretely from vocational learning opportunities. This learning would normally be delivered using a combination of required and elective processes.

The general education requirement is an integral component of the Police Foundations Program Standard, along with the vocational and generic employability skills learning outcomes.

The general education requirement shall be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses shall be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges shall be designed to provide benefits to one or more of the three areas: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning shall be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those postsecondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life. General education in the colleges provides learners with insight into the enduring nature of the issues being addressed and into their particular

relevance to today and the future. This education is intended to encourage and support continuous learning and is designed to address one or more of the following goals and associated broad objectives established for general education:

Goals and Broad Objectives

1. Aesthetic Appreciation

understand beauty, form, taste, and the role of the arts in society

Broad Objectives

- develop critical awareness of arts in society
- perceive and evaluate the role of the arts
- heighten critical appreciation through development and application of personal and formal judgment factors

2. Civic Life

understand the meaning of freedoms, rights, and participation in community and public life

Broad Objectives

- develop knowledge of the structure and function of governments in Canada: legislative, judicial, and administrative arms; roles of elected officials and public servants; and a personal awareness of citizen responsibility
- develop historical understanding of major issues affecting Canadian politics and a critical awareness of related public policy
- develop awareness of international issues and their effects, and the place of Canada in international communities
- develop awareness of the history, significance, and organization of the voluntary sector in community life

3. Cultural Understanding

understand the cultural, social, ethnic, and linguistic diversity of Canada and the world

Broad Objectives

- develop an understanding of cultural identity by linking personal history to broader cultural study
- develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

4. Personal Development

gain greater self-awareness, intellectual growth, well-being, and understanding of others

Broad Objectives

- consider one's expectations and values and analyze their impact on personal goals
- apply an understanding of the individual and human development to personal life and relationships
- integrate the concept of well-being into one's lifestyle
- understand oneself as a learner and articulate one's own learning style

5. Social Understanding

understand relationships among individuals and society

Broad Objectives

- develop informed understanding of social organization and institutions and of ongoing issues in relationships between individuals, groups, and societies
- develop informed understanding of social trends, social change, and social problems and of implications for social and personal response
- develop informed understanding of contemporary social problems and issues

6. Understanding Science

appreciate the contribution of science to the development of civilization, human understanding, and potential

Broad Objectives

- develop an understanding of the history, philosophy, contributions, perspectives, and limitations of the sciences
- develop an understanding of the scientific method and its uses in measuring quantifiable entities and confirming laws of nature

7. Understanding Technology

understand the interrelationship between the development and use of technology and society and the ecosystem

Broad Objectives

- relate implications of current transformations in technological knowledge and development to our physical and biological world
- develop awareness of ethical positions on enduring issues regarding the place of the human species in the physical and biological world

8. Work and the Economy

understand the meaning, history, and organization of work; and working life challenges to the individual and society

Broad Objectives

- set personal expectations for efficiency, effectiveness, ethics, and rewards and reconcile them with the changing work environment
- apply knowledge of the organization and structure of work, its institutions, and history; and of social and cultural attitudes to work
- develop an understanding of the changing nature of work and the economy

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