

2020



Nicola Valley Institute of Technology

Community and Public Safety Professional Certificate

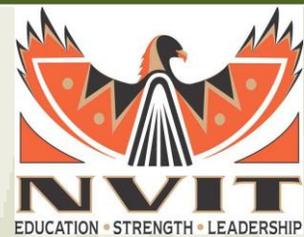


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Community and Public Safety Professional Certificate Program

BACKGROUND

Formerly the **Law Enforcement Preparatory Program (LEPP)**, this program has been offered at NVIT since 2004. It was initially created to produce graduates “to enhance the RCMP’s relationship with Canada’s Aboriginal communities” (NVIT, n.d., para.1). and the RCMP’s national priority of “contributing safer and healthier Aboriginal communities” (Aboriginal Policing Services, n.d., para. 2). Given NVIT’s Indigenous mandate, the RCMP recognized an opportunity to meet their intended objective of “attracting, employing, recruiting, training, and exposing Aboriginal British Columbians to the world of policing” (Aboriginal Policing Services, n.d., para. 3).

Since inception, the LEPP program has been offered at the Merritt campus most years to cohorts of various sizes. Additionally, LEPP 140: The Canadian Criminal Justice System has been offered as a dual credit course with the Surrey School District.

Despite the program being offered for most years until 2019, it has not resulted in Indigenous students transitioning to a career in law enforcement. The enrolment has been low most years and many of the courses have become stale and outdated over time with more relevant areas being excluded.

As such, the LEPP program was put on hold for the 2019-20 school year pending a wholesome review to address the above noted concerns and revitalize the program in an effort to create a program to create pathways to various careers in public safety, support recruitment, and update the program so students “see” themselves in it. This can be accomplished by including contemporary topics in Indigenous education, integrating decolonizing methods, promoting an understanding of the complex history between Indigenous people and Canada, and upholding the foundations of the Truth and Reconciliation Commission (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). In doing so, the revised program can lead reconciliatory efforts and ensure students not only meet the requirements of NVIT and the RCMP but also in service to Indigenous communities. LEPP is not the answer to resolving the historical trauma between the RCMP and Indigenous communities, but it can initiate change and build students who have a enhanced understanding of the realities associated with policing in Canada and encourage graduates to focus on reconciliation and justice through an Indigenous lens.

Using the TRC and UNDRIP, specifically Bill-41 in British Columbia, as reconciliatory frameworks, the program presents an opportunity to weave language, principles, rights, and perspectives into foundational learning before students experience training in the public safety field. Relevant to the TRC, students will benefit from the program responding to the calls to “develop culturally appropriate curricula” for Indigenous students (p.2), and “skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism” (p. 3). If the LEPP program made a determined effort to focus on the above calls, students would have a deepened understanding of “alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending” (p.3) while developing critical thinking that could lead to a “commitment to eliminating the overrepresentation of Aboriginal people in custody” (p.3). The TRC calls for the incorporation of UNDRIP, therefore, the review presents an opportune time for an infusion of knowledge of the Declaration into the classroom.

A committee was struck by the Dean who oversees the program and includes representation from the RCMP, Vancouver Police Department and Corrections Canada as well as NVIT staff.

PURPOSED NAME CHANGE

The committee determined that the program under its current name does not encourage multiple career pathway opportunities. As well, given the close working relationship with the RCMP, the committee agreed that changing the name would invite additional students to the program who were interested in the field of public safety, rather than policing specifically. Thus, the committee agreed that the revised program would be called the **Community and Public Safety Professional Certificate (CAPS)** and will be referred to as such for the remainder of this document.

PURPOSE

The **Community and Public Safety Professional Certificate** program prepares students for a career in the public safety sector. Graduates will be able to use their certificate to pursue applying to their field of interest within public safety agencies.

Graduates will be able to pursue multiple career pathways in the field of public safety. By moving from policing specific and a tone of “law enforcement”, the revised program will introduce students to a variety of opportunities including but not limited to, policing, corrections, border services, conservation, bylaw, sheriff, SPCA, coroner, Fisheries and Ocean Canada, probation, military, and commercial vehicle safety. As students explore the various professions in the sector, they will also examine the complex socio-historical relationship between Canada and Indigenous people, thus challenging their beliefs and assumptions about present day relations between Indigenous and non-Indigenous people, specifically in the criminal justice system. In doing so, learners will develop an enhanced understanding of the impact of colonization on Indigenous people and be better prepared in their selected field and the people they serve.

PROGRAM OUTCOMES

The Community and Public Safety Certificate Program aims to provide graduates with:

- a decolonized perspective on criminal justice and a deepened understanding of traditional justice practices relevant to a contemporary movement toward alternative methods for addressing crime and punishment
- an enhanced understanding of recent publications relevant to the field of public safety including but not limited to the Truth and Reconciliation Commission’s (TRC) Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Bill 41 in British Columbia, and the Murder and Missing Indigenous Women and Girls Inquiry (MMIWG) and the relationship between public safety and the purpose of these documents
- an understanding of the disparities that exist in the criminal justice system that has contributed to the overrepresentation of Indigenous people in the system
- an understanding of the mistrust that Indigenous people have for Canada’s criminal justice system
- an understanding of how political, social and economic environments contribute to challenges faced by Indigenous people
- an understanding of public service theory and practice

- excellent interpersonal communication skills
- a professional manner
- empathetic and caring attitude
- a basic understanding of trauma-informed practice
- an understanding of public safety principles and ethics
- problem solving abilities
- an ability to work effectively individually and in groups
- a combination of academic, experiential and community-based learning
- skills for self care and mindfulness

PROGRAM DURATION

The **Community and Public Safety Professional Certificate** program is delivered over two terms in one year and consists of six courses per term. The delivery model will consist of classroom instruction and opportunities for field study.

EVALUATION

Classroom concepts may be evaluated through written exams, assignments, class participation, presentations.

Student's knowledge and competencies are evaluated by written exams, assignments, and/or classroom participation. Performance is assessed by instructor observations of students in work experience situations. All courses are evaluated per the NVIT Grading System. (See page 9 of this guide.)

CREDENTIAL

Learners will receive a certificate upon successful completion of the required courses within the program. A minimum 2.00 GPA for course work in the certificate program is required to graduate.

PROGRAM ADMISSION REQUIREMENTS

- Be a minimum of 18 years of age by the start of the program or obtain permission from the program;
- Grade 12 or equivalent or mature student status
- C+ minimum in English Studies 12 or English First Peoples 12 or English 12 or English 060;
- Foundations of Mathematics 11 or MATH 057;
- Be a Canadian Citizen or have Permanent Resident status;
- Completed Medical Clearance Form from Physician; and
- Completed Criminal Record Check.

APPLICATION READINESS

Applicants are encouraged to meet academic requirements before program entry.

Applicants must contact their local RCMP detachment to complete a current criminal record check and are responsible for associated fees.

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Applicants must contact their local physician to obtain medical clearance to participate in the program, which includes physical education and simulated fitness tests.

Applicants are required to possess a valid, unrestricted Canadian-issued Class 5 driver's license to apply to most fields in public safety; therefore, applicants are encouraged to start the process of obtaining their license before program completion.

Professional requirements for a career in the public safety field include an enhanced reliability security check and hearing and vision testing. Although these are not requirements for program admission, applicants should consider these requirements when selecting their career pathway.

NVIT is committed to ensuring education is accessible to all people. Students who do not meet program requirements should contact the Department Head or an NVIT Academic Planner regarding upgrading opportunities.

COURSES

Fall Semester:

Course #	Course Name	Credits
ENGL 101	Foundations fo Academic Writing	3.0
PSYC 111	Introduction to Psychology I	3.0
CAPS 140	Criminal Justice System I	3.0
CAPS 110	Introduction to Public Safety	3.0
CAPS 120	Intro to Interpersonal Violence and Abuse	3.0
CAPS 100	Physical Education Development for Public Safety I	3.0
		18.0

Spring Semester:

Course #	Course Name	Credits
ENGL 110	College Composition	3.0
CAPS 141	Criminal Justice System II	3.0
CAPS 160	Approaches to Conflict Resolution I	3.0
CAPS 150	Public Safety: Special Topics	3.0
CAPS 145	Public Safety Investigational Techniques	3.0
CAPS 101	Physical Education Development for Public Safety II	3.0
		18.0

In total, learners enroled in the **Community and Public Safety Professional Certificate** program will earn **36.0** credits in the program.

COURSE DESCRIPTIONS

FALL SEMESTER

ENGL 101 Foundations for Academic Writing 3 credits

An introduction to reading and writing in the academic disciplines. Through the study and application of the principles of academic discourse and with emphasis on expository and persuasive writing, this course will introduce students to critical reading and academic writing. In lectures, discussions and on-line exercises, instructors will focus on skills central to academic discourse. Students will examine methods for discovering and arranging ideas, and they will consider ways in which style is determined by situation. Reading and writing assignments will require students to study, analyze, and apply principles of exposition and persuasion.

PSYC 111 Introduction to Psychology I 3 credits

Psychology 111 is a survey course which introduces students to the field of psychology in general. Students will be encouraged to use a critical and inquiring approach to information presented to them, to be open minded, creative and divergent thinkers.

CAPS 140 Criminal Justice System I 3 credits

This course is an introduction to the Canadian Criminal Justice System (CJS). Learners will study the structure and jurisdictions of the different levels of government and will follow an offender through the judicial process. Learners will be able to describe powers and authorities involving non-Indigenous and Indigenous offenders and options available for sentencing in both Indigenous and non-Indigenous justice systems.

CAPS 110 Introduction to Public Safety 3 credits

This purpose of this course is to provide a career orientation to public safety and address barriers by connecting students with tools and resources to support success in the program and the pursuance of career pathways. Learners will be introduced to current topics in Indigenous relations in Canada including the Truth and Reconciliation Commission of Canada (TRC), United Nations Declaration of the Rights of Indigenous People (UNDRIP) and Bill-41, and the Inquiry into the Murdered and Missing Indigenous Women and Girls (MMIWG) and become familiar with trauma-informed practice as it relates to public safety. Additionally, learners will examine the field of public safety by reviewing the professional requirements and expectations on public safety professionals to ensure learner preparedness through topics such as volunteerism, lifestyle management, decision-making, goal setting, learner and professional responsibilities, and holistic wellness and self-care strategies.

CAPS 120 Intro to Interpersonal Violence and Abuse 3 credits

This course is designed to introduce learners to interpersonal violence and abuse in Indigenous communities through a trauma informed lens. Learners will explore the impact of colonialism on the historical, political, and socio-economic realities of Indigenous communities that have led to intergenerational trauma, increased rates of interpersonal violence and Indigenous mistrust in Canada's criminal justice system. Learners will explore the systemic influences that have contributed to the vulnerability of Indigenous women and the resulting inquiry into Murdered and Missing Indigenous Women and Girls (MMWIG). Using the cycle of interpersonal violence and abuse as a model, learners will examine the characteristics, dynamics, and motivations of both victims and offenders as well as use a community-based response to address patterns of violence and develop reduction and prevention strategies.

weight training, anaerobic, aerobic and cardio-vascular capabilities. Physical aptitude assessments will continue through the term.

NVIT Grading Policy

Letter Grade	Grade Point	Percentage
A+	4.33	90-100
A	4.00	85-89.9
A-	3.67	80-84.9
B+	3.33	76-79.9
B	3.00	72-75.9
B-	2.67	68-71.9
C+	2.33	64-67.9
C	2.00	60-63.9
C-	1.67	55-59.9
D	1.00	50-54.9
F	0	0-49.9

Grade Point Average

Learners will receive a certificate upon successful completion of the required courses within the program. A minimum 2.00 GPA for course work in the certificate program is required to graduate.

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

References

Aboriginal Policing Services. (n.d.). *Aboriginal policing services*. Retrieved from

<http://aboriginal.bc.rcmp-grc.gc.ca/ViewPage.action?siteNodeId=332>

Truth and Reconciliation Commission of Canada. (2012) *Truth and Reconciliation Commission of Canada: Calls to action*. Winnipeg, MA: Truth and Reconciliation Commission of Canada.