



CONESTOGA

Connect Life and Learning

Conestoga College Institute of Technology and Advanced Learning
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Final Status Report
ONCAT Project 2015-14

Pathways from Policing and Security Diplomas to Conestoga's
Bachelor of Community and Criminal Justice Program

March 24, 2016

Executive Summary:

Conestoga College ITAL (Conestoga) has worked to establish educational pathways for students holding a two year diploma from Police Foundations (PF) or Protection, Security and Investigation (PSI) programs into the Bachelor of Community and Criminal Justice (BCCJ) program.

As part of its cyclical renewal process, the BCCJ program recently updated its program design to strengthen both its capacity to prepare graduates for the changing landscape of community and criminal justice, and to improve opportunities for graduates of PF and PSI programs to enter the degree program at a more advanced level. The latter was intended to better align diploma-to-degree pathways with student expectations of a 'two-plus-two' post-secondary education opportunity.

The focus of the present project was to consider and identify how pathways to the updated BCCJ design could be strengthened to benefit the widest range of students across the province, while recognizing that the provincial program standards for the PF (MTCU funding code 53008, August, 2012) and the PSI (MTCU funding code 53007, January, 2010) programs may not emphasize community/ social justice aspects of policing and security to the extent that Conestoga has incorporated them as important elements of the renewed BCCJ program design. While both of these broad areas continue to emphasize sector specific knowledge and instrumental skills in their in-house training programs, recruitment goals are evolving towards an emphasis on more integrated perspectives and 'softer' skill sets deemed essential to effective practice within increasingly diverse and collaborative environments beset by complex issues that challenge unitary perspectives.

The current project resulted in several useful results:

- a) A clearer articulation of the criteria and corresponding rationale for advanced standing entry into the updated BCCJ program from PF and PSI diploma programs;
- b) Better defined bridging courses to enable this pathway; and
- c) A better sense of which PF and PSI diploma programs are best positioned for advanced standing entry to the BCCJ program through the specified bridge.

As anticipated, only a segment of current PF and PSI diploma programs would lend themselves to enhanced advanced standing entry into Year 3 of the updated BCCJ program. Based on our analysis, the majority of these programs either:

- a) lack published information to enable a detailed fit/gap assessment, and/or
- b) continue to emphasize a more traditional, specialized and instrumental approach to education that does not overtly incorporate theory or applied strategies of community wellbeing, and the correspondingly blended and collaborating roles for public and private safety practitioners, as emphasized in the BCCJ.

However, this project can support further pathway development from the remaining programs by identifying the features of policing and security focused diploma streams that appear best aligned, not only with existing provincial program standards, but with the community justice and inter-professional elements Conestoga believes to be of emerging value as sector needs evolve and become refined across Ontario.

Project Overview:

Phase One – Program Mapping and Gap Analysis:

Background

The renewal report received by the BCCJ program from the Quality Assessment Panel assigned by the Postsecondary Education Quality Assessment Board (January 2016) applauded the program for its proposed design enhancements. This included the opportunity supported by the present ONCAT funded project to optimize opportunities for advanced standing entry to the program for policing and security diploma graduates.

A significant evolution of the public safety paradigm in Ontario and across the country has taken place over the past several years. This has involved a re-conceptualization of the work, roles and educational qualifications of public safety practitioners. Employers in this sector are increasingly placing a premium on integrative knowledge and application, rather than on the more traditional silos of specialized technical knowledge and instrumental skills. This trend reflects the growing importance of integrative knowledge and skills for inter-disciplinary and inter-professional collaboration across multiple sectors in support of risk management and operational effectiveness.

In response to these changes and public policy priorities, the BCCJ program design was updated. The proposed enhancements to the program's curriculum map involve moving from streams of specialization in policing and corrections to an intentionally integrated focus on community safety and criminal and social justice. The updated BCCJ program design rebalances and refines the integration of: theory, analytic thinking, communication, stakeholder engagement, and applied skills in the context of an enhanced student learning journey. This developmental process is intended to serve as a "bridge to practice" producing preferred graduates for careers in collaborative, risk based public safety and community wellbeing.

In addition to strengthening its capacity to prepare graduates for the changing landscape of community and criminal justice, the updated BCCJ program design aimed to improve opportunities for graduates of Protection, Security and Investigation (PSI) or Police Foundations (PF) programs to enter the degree program at a more advanced level. The latter was intended to better align diploma-to-degree pathways with student expectations of a 'two-plus-two' post-secondary education opportunity. An initial set of summer courses was specified to allow graduates of the updated PSI and PF programs at Conestoga to successfully transition into the BCCJ program in Year 3, rather than Year 2, as has been the case historically.

The focus of the present project was to consider and identify how the proposed pathways to the updated BCCJ design could be strengthened to benefit a wider range of Ontario graduates of PSI and PF programs, while recognizing that the Provincial Program Standards for the diploma programs, which are six and four year old, respectively, may no longer reflect the leading needs of the policing and security sectors.

Method

Engagement with Heads of Community Services

At a 2014 meeting of the heads of Community Services, representatives from Conestoga College engaged those present in a discussion to determine: (a) the extent to which current PSI and PF programs were being updated to reflect the changing provincial paradigm in public safety; and (b) the appetite to review and potentially update/consolidate the two Program Standards to reflect emerging sector changes (e.g., as addressed in the Future of Policing project). The proximal aim of that discussion was to inform the program

updates being contemplated as part of the Major Program Review of Conestoga's PSI and PF programs and the Program Renewal underway for the BCCJ program.

During the discussion with the Heads of Community Services, it became clear that while a small number of colleges appeared to have begun to update their programs to be more reflective of emerging needs in policing and security, the more widespread view supported the retention of a more traditional approach to student education and training.

Development of Bridging Criteria

The PF/PSI and BCCJ program representatives on the Project Team provided relevant program design matrices, learning outcomes, and course outlines. Program maps demonstrating how the program learning outcomes are met through the individual program curriculum were reviewed.

Publicly available PF and PSI diploma program information was gathered from Ontario college websites. A number of these diploma programs lacked published information on program and course outcomes to enable a detailed fit/gap assessment. However all of them must adhere to the Provincial Program Standards published by the Ministry of Training, Colleges and Universities for the PSI (MTCU funding code 53007, January, 2010) and the PF (MTCU funding code 53008, August, 2012) programs.

The Project Team completed a gap analysis for the pathways (Appendix A), and a set of criteria with accompanying rationale were identified to guide the review and refinement of effective pathways between the programs.

In order to meet the standards of the Postsecondary Education Quality Assessment Board (PEQAB) related to advanced standing and degrees, the gap analysis must be detailed enough to ensure integrity of the program, including appropriate affinity of the diploma program to support degree learning outcomes. This ensures students being admitted with advanced standing are not at a disadvantage. Because the BCCJ program incorporates elements outside of traditional PF and PSI skillsets, an analysis of the program standards alone was not sufficient for this particular degree program. Instead, program/course descriptions and publicly available information related to program/course outcomes were assessed and coded by the Project Team according to their likely sufficiency of preparation. As anticipated, the gap analysis showed that PF and PSI programs that incorporate elements related to collaborative risk based public safety and community wellbeing provide sufficient preparation for advanced standing entry to the BCCJ program, as the degree program redesign was heavily focused on incorporating the emerging industry paradigm.

The new advanced standing bridge was predicated on Conestoga's updated PSI and PF diploma programs, and emphasizes integrated, inter-professional and multi-sector learning as a key foundation for an effective bridging experience.

The criteria for sufficiency of fit for bridging were as follows:

1. Degree to which the program predominantly focuses on social justice components as opposed to the instrumental skills for law
2. Degree to which the program focuses on knowledge and skills for inter-professional and multi-sector practice (e.g. lacks community policing, crime prevention, etc.)
3. Degree to which the program focuses on the knowledge & skills needed to work with diverse populations (e.g. cultural, mental health, etc.)
4. Degree to which the program addresses personal wellness & resilience other than fitness
5. Degree to which the program focuses on ethics and professionalism
6. Degree to which the program integrates research, evidence/data gathering and analysis

Identification of Bridging Courses

We propose the following bridging courses in order to achieve an 80% equivalency ratio with required BCCJ courses in the first and second years of the degree program – so as to optimize the sufficiency of preparation for advanced standing entry into Year 3 of the updated degree.

Two key areas of focus for the bridging courses are proposed:

- (1) Applications of social and restorative justice with at-risk populations; and
 - (2) Client focused engagement, services and supports with an integration of elements including:
 - Diversity of client experiences who is the client
 - Client engagement and interviewing
 - Ecological perspectives on human development
 - Developmental neuroscience
 - Attachment and self-regulation
 - Broad determinates of health and wellbeing
- a) BCCJ recommends the following bridging courses be offered to students from the institutions with PSI/PF programs sufficient affinity to Years 1 and 2 of the BCCJ program, as identified in **Appendix A** and shown in detail in **Appendix B**:

Course Title	Course Code	Delivery Hours	Credits
Applications of Social and Restorative Justice	TBC	30	2
Client Focused Engagement, Services and Supports	TBC	30	2

- b) Prospective sender programs that would like to increase affinity and formalize advanced standing opportunities with the BCCJ program may consider incorporating the following course content into their curricula for better alignment:

Conestoga Course Title	Conestoga Course Code	Conestoga Delivery Hours	Gaps
Applied Ethics	CCJ 72000	45	<ul style="list-style-type: none"> • Where programs identify a course on ethics, focus is restricted to professional codes of conduct related to law enforcement rather than also including more theoretical perspectives on ethical behavior.
Crime Prevention and Community Safety	CCJ 74100	45	<ul style="list-style-type: none"> • All programs have good focus on the criminal justice system and legislation • Most programs focused on instrumental skills with limited emphasis on social justice and/or root determinates of crime which inform contemporary best practices in crime prevention (e.g., crime prevention through social development)

Youth Justice	CCJ 74200	45	<ul style="list-style-type: none"> • All programs have youth justice legislation but appear to lack focus on developmental characteristics of youth themselves which place them at risk for involvement with the criminal justice system as victims and/or perpetrators • Recommend additional focus on youth development and associated risk factors, beyond typical focus on youth focused legislation and its implementation within criminal justice system (e.g., Youth Criminal Justice Act, trauma informed approaches)
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Phase Two – Pathway Development:

The Project team recognizes the importance of creating accessible pathways of education for students, while maintaining program integrity and providing for student success in light of the updated BCCJ program design/program curriculum map, and the changing needs of public safety practitioners and employers. Phase Two of the project included the development of a program pathway, including bridging courses, addressing the gaps in knowledge, skills or abilities identified through the gap analysis completed in Stage One (**Appendix A**). This phase included a scan of Ontario policing and security programs (PF and PSI) to determine eligible programs outside of Conestoga.

Those programs with lower overall scores appear to be ones whose PF and PSI programs continue to emphasize a more traditional, specialized and instrumental approach to education in policing and security. These programs have not incorporated content in community wellbeing, and the correspondingly blended and collaborating roles for public and private safety practitioners in significant enough amounts to create affinity with the BCCJ.

Fewer colleges have PF/PSI programs emphasizing knowledge and skills related to:

- Relationship development
- Collaboration
- Contextual complexity
- Crime prevention
- Restorative Justice
- Youth focused (rather than legislation focused) youth justice
- Ethics
- Lifespan and career span focused health, wellness and resilience
- Client focused interviewing and assessment skills

Once the bridges were developed, the minimum GPA and other relevant eligibility standards for students seeking admission via these established pathways were reviewed. Also identified were the courses for which transfer credit will be granted to students entering via each established pathway, as well as the remaining courses to be completed at Conestoga. See **Appendix B** for details regarding bridging curriculum and **Appendix C** for complete pathway details.

Phase Three: Heads of Community Services Outreach and Final Report

Conestoga has completed all analysis and gathered feedback and recommendations from across the Ontario College system to support the objectives of project 2015-14: Pathways from Policing and Security Diplomas to Conestoga's Bachelor of Community and Criminal Justice program, including: a curriculum and gap analysis of the pathways (**Appendix A**), a corresponding explanation of bridge curriculum and scheduling (**Appendix B**), required pathway documentation (**Appendix C**), and a detailed financial statement (provided in a separate excel file, as requested by ONCAT).

Conestoga will submit complete pathway details at ontransfer.ca. At that time, the Credit Transfer and

Registrar's Offices of the appropriate institutions will be appropriately informed of the new pathway details, per **Appendix C**.

To support pathway development relevant to a broader scope of programs and institutions, Conestoga has outlined below how the processes and best practices learned from this project can be leveraged to facilitate further, system wide pathway development based on analysis of program standards.

Lessons Learned:

- The focus of the present project was to consider and identify how pathways to the updated BCCJ design could be strengthened to benefit the widest range of PF and PSI students from across the province.
- Provincial program standards for PF and PSI programs (PF, MTCU funding code 53008, August, 2012; PSI, MTCU funding code 53007, January, 2010) no longer fully align with the updated BCCJ program outcomes, as designed in consultation with the Program Advisory Committee comprised of industry representatives, including from policing and security sectors.
- While both of these broad areas continue to emphasize sector specific knowledge and instrumental skills in their in-house training programs, recruitment goals are evolving towards an emphasis on more integrated perspectives and 'softer' skill sets deemed essential to effective practice within increasingly diverse and collaborative environments.
- At a provincial level, a number of PF and PSI programs emphasize a more traditional, specialized and instrumental approach to education that does not include enough curriculum related to community wellbeing, and the correspondingly blended and collaborating roles for public and private safety practitioners to ensure substantial affinity with the BCCJ program. Therefore, only a segment of current PF and PSI diploma programs would lend themselves to enhanced advanced standing entry into year 3 of the updated BCCJ program.
- While course descriptions were generally available online, the majority of these diploma programs either lack published information about program and course learning outcomes which would enable a detailed fit/gap assessment to be conducted outside of a formal research agreement.
- This project can support further pathway development from programs that have less affinity with BCCJ by identifying the features of policing and security focused diploma streams that appear best aligned, not only with existing provincial program standards, but also with evolving – and pressing – sector needs across Ontario.
- The current project resulted in several useful results:
 - A clearer articulation of the criteria and corresponding rationale for advanced standing entry into the updated BCCJ program from PF and PSI diploma programs;
 - Better defined bridging courses to enable this pathway;
 - A better sense of which PF and PSI diploma programs are best positioned for advanced standing entry to the BCCJ program through the specified bridge; and
 - Suggested ways in which prospective sender programs may enhance alignment with the BCCJ program to initiate a formal advanced standing pathway for their diploma graduates.

Appendix A: Gap Analysis for Policing and Security Programs

The following is a curriculum and gap analysis of Protection, Security and Investigation (PSI) programs and Police Foundations (PF) programs to the BCCJ based on a learning outcomes framework.

Method:

We analyzed the fit between the PF and PSI programs at prospective sending institutions by reviewing and mapping curriculum at two levels.

1. **Course-specific fit** against BCCJ year 1 and year 2 courses. Using publicly available program and course information a coding scheme was developed to compare courses in PF and PSI programs at prospective sender institutions to courses in the first and second years of Conestoga's BCCJ program. The results of a qualitative analysis of alignment based on available information were assigned numerical, ordinal, scores for their degree of alignment. The PSI and PF program courses were rated as: High (numerical score of 3); Medium (numerical score of 2); Low (numerical score of 1); or Not able to be determined/none (numerical score of 0). A cutoff score of 30 was used to identify potential sender programs.
2. **General, program level emphasis.** Bridging criteria were derived from the clusters of BCCJ program outcomes identified in the updated program design. These criteria reflect key areas of learning that are tied to provincial degree-level standards and graduate capabilities for effective practice in collaborative risk-based community safety and well-being. Together, these define the key emphases of the BCCJ program. PF and PSI programs were rated as high, medium or low affinity with the bridging criteria.

Those programs demonstrating sufficient affinity on both levels of analysis (scores of 30 or more for course specific fit and bridging criteria ratings of medium or high on 5 of the 6 criteria, with at least two "highs".

Findings:

Among the **20 PF programs** with course information we were able to compare to the Year 1 and 2 of the BCCJ program, 5 programs were identified as having **sufficient affinity*** to warrant their consideration as candidates for advanced standing bridging into Year 3 of the BCCJ program. These programs are delivered at the following colleges:

- Fanshawe College
- Fleming College
- Humber College
- Northern College
- Sault College

Of these, Fleming College had the highest level of overall fit, with an overall score of 39.

Among the 13 PSI programs with course information we were able to compare to the Year 1 and 2 of the BCCJ program, 2 programs were identified as having **sufficient affinity*** to warrant their consideration as candidates for advanced standing bridging into Year 3 of the BCCJ program. These programs are delivered at the following colleges:

- Fanshawe (Admission through PF, Year 1)
- Loyalist College

Together, the above programs/colleges are identified as the Sending Institutions for the purposes of the present report.

*Conestoga has determined **sufficient affinity** with consideration of the standards and benchmarks of the Postsecondary Education Quality Assessment Board (PEQAB). In order to meet the PEQAB standards related to advanced standing and degrees, Conestoga must ensure integrity of the program. To achieve this, Conestoga includes an assessment of appropriate affinity of the diploma program to support degree learning outcomes.

Recommendations:

1. It is recommended that graduates of the PF and PSI programs classified above as having as sufficient affinity for ease of Advanced Standing entry into Year 3 of the BCCJ program be admitted once they have successfully completed the required bridging courses.
2. It is recommended that the overall academic average for Advanced Standing admission be raised from 70% to 75%.
3. It is recommended that graduates of PF and PSI programs either having Insufficient Affinity or not able to be classified in terms of the ease of Advanced Standing entry into Year 3 of the BCCJ program would be required to enter the program in Year 1.
4. It is recommended that PF/PSI programs determined to have insufficient affinity consider including new or additional attention to the following areas of high relevance to the new landscape of policing/security:
 - Relationship development
 - Collaboration
 - Contextual complexity
 - Crime prevention
 - Restorative Justice
 - Youth focused (rather than legislation focused) youth justice
 - Ethics
 - Lifespan and career span focused health, wellness and resilience
 - Client focused interviewing and assessment skills

Conclusions:

A pathway for PF/PSI graduates students appears feasible based on our assessment of the affinity of the identified programs with the BCCJ program.

Further engagement with the Heads of Community Services is warranted in order to explain and invite opportunities for greater provincial alignment to the identified diploma-to-degree pathway.

With implementation of the proposed pathway in the context of the updated BCCJ program design (following MTCU consent renewal), advanced standing entry from identified sender institutions will be evaluated for relationship to student success and retention.

GAP ANALYSIS: Bachelor of Community and Criminal Justice Program Outcomes
 (2240c – Updates to code number TBC)

Conestoga BCCJ Pathway Criteria	Institutions with PSI/PF Programs Identified as Having Sufficient Affinity		Gap in Knowledge and Skills	Remediation of Gap
	Police Foundations Programs	Protection, Security & Investigation Programs		
1. Degree to which the program predominantly focuses on social justice components as opposed to the instrumental skills for law enforcement/protection	Fleming (H) Humber (H) Fanshawe (H) Sault (M) Northern (M)	Fanshawe (H) Loyalist (M)	<ul style="list-style-type: none"> All programs have good focus on the criminal justice system and legislation Most programs focused on instrumental skills with limited emphasis on social justice. 	<ul style="list-style-type: none"> Via proposed bridge course
2. Degree to which the program focuses on knowledge and skills for inter-professional and multi-sector practice (e.g. lacks community policing, crime prevention, etc.)	Fleming (H) Humber(H) Fanshawe (H) Northern (H) Sault (M)	Fanshawe (H) Loyalist (H)	<ul style="list-style-type: none"> Little evident emphasis on inter-professional collaboration 	<ul style="list-style-type: none"> Via inter-disciplinary focus of both proposed bridge courses Intentionally integrated throughout updated BCCJ program design
3. Degree to which the program focuses on the knowledge & skills needed to work with diverse populations (e.g. cultural, mental health, etc).	Fleming (H) Fanshawe (H) Sault (H) Northern (H) Humber (M)	Fanshawe (H) Loyalist (H)	<ul style="list-style-type: none"> Most programs offered a course on diverse populations however attention to the skills required to work with these populations was lacking in available information None of the programs are client focused or have skills related to client assessment, engagement, goal setting and interviewing 	<ul style="list-style-type: none"> Via proposed bridge course Intentionally integrated throughout updated BCCJ program design
4. Degree to which the program addresses personal wellness & resilience other than fitness	Sault (H) Fleming (M) Fanshawe (M) Humber (L) Northern(L)	Fanshawe (M) Loyalist (M)	<ul style="list-style-type: none"> Unlike most programs which focus largely on vocational fitness requirements, these programs appear to offer some attention to health and wellness 	<ul style="list-style-type: none"> Element of professional awareness and self-reflection threaded and integrated intentionally throughout updated program design

Conestoga BCCJ Pathway Criteria	Institutions with PSI/PF Programs Identified as Having Sufficient Affinity		Gap in Knowledge and Skills	Remediation of Gap
	Police Foundations Programs	Protection, Security & Investigation Programs		
5. Degree to which the program focuses on ethics and professionalism	Fleming (H) Northern (H) Humber (M) Fanshawe (M) Sault (M)	Fanshawe (M) Loyalist (M)	<ul style="list-style-type: none"> Where programs identify a course on ethics, focus is restricted to professional codes of conduct related to law enforcement rather than also including more theoretical perspectives on ethical behaviour 	<ul style="list-style-type: none"> Professional awareness and self-reflection threaded and integrated intentionally throughout updated program design
6. Degree to which the program integrates research, evidence/data gathering and analysis	Fleming (H) Humber (H) Fanshawe (M) Sault (M) Northern (M)	Fanshawe (M) Loyalist (L)	<ul style="list-style-type: none"> Limited attention to research, evidence/data gathering and analysis 	<ul style="list-style-type: none"> Greater emphasis on research skills threaded throughout upper years of updated BCCJ program design in support of students entering directly from high schools and via Advanced Standing

Appendix B: Bridging Documentation

There will be 2 bridging courses available during Spring/Summer semester, as listed below.

Course Title	Course Code	Course Description	Delivery Format
Applications of Social and Restorative Justice	TBD	This course introduces students to social issues and concepts of social justice and restorative justice, including social determinates of health. Key topics will include structural explanations of social inequality, and values, theories and practices of social justice and restorative justice. Approaches to social justice and restorative justice will be introduced and critically appraised in relation to vulnerable and marginalized populations. Students will begin the creation of a learning portfolio that will chronicle their learning process in the program and facilitate their reflections of learning about the field.	30 hrs Online
Client Focused Engagement, Services and Supports	TBD	This course introduces students to basic theory and practice skills related to client focused engagement, and client focused services and supports related to community justice and criminal justice. The course will review and integrate knowledge applied skills focusing on: diversity of client experiences to understand the life experiences of those with whom one may work; ethics; client engagement and interviewing; ecological perspectives on human development; developmental neuroscience, attachment and self-regulation; broad determinates of health and wellbeing.	30 hrs Hybrid (10 hrs online; 20 hrs one week in-class)

Appendix C: Pathway Documentation

Pathway 1: Protection, Security and Investigation Diplomas

PATHWAY DETAILS	
Title of Pathway: Use Official Program/Credential Titles	From: Protection, Security and Investigation Diploma To: Bachelor of Community and Criminal Justice
Pathway Type: <i>Degree Completion, Certificate to Diploma, etc.</i>	Degree completion
List other postsecondary institution/s involved in the creation of the pathway:	N/A
Pathway Implementation:	August 2017 (If BCCJ design renewal approved for implementation in 2017-18)
Program designs for which this pathway is eligible:	Bachelor of Community and Criminal Justice (1240C, version 1701 and subsequent versions) Program versions prior to Fall 2017 delivery are ineligible for this pathway opportunity
Contact Procedure:	Program Website: http://www.conestogac.on.ca/fulltime/1240C.jsp Program Coordinator: Jennifer Robinson, (519) 748-5220 ext: 3905 jrobinson@conestogac.on.ca Admissions Officer: Betty Lou Harris, (519) 748-5220 ext: 3665 bharris@conestogac.on.ca
Eligibility for the Pathway:	Graduates of the 2-year diploma in Police Foundations from eligible institutions with a minimum of 75% average may apply for advanced standing into the Bachelor of Community and Criminal Justice degree. Interested graduates must submit application through ontariocolleges.ca , choosing the advanced standing application option. Successful applicants must complete a Bridging semester offered May to July, consisting of the following courses: <ul style="list-style-type: none"> • Applications of Social and Restorative Justice • Client Focused Engagement, Services, and Supports
Applicant must have graduated from the program at the sending institution:	Yes

Minimum program GPA or % required to be eligible for this pathway:	75%
Minimum GPA or % required in specific courses	N/A
Total number of courses in the Conestoga program design, not including Co-op:	40
Co-op opportunities in the Conestoga program design:	Total number of Co-op opportunities in the program: 1 Number of Co-ops required for graduation from the full program: 1 Number of Co-ops to be completed by advanced standing students: 1
Total number of program courses for which credit will be granted:	20 out of 40 courses
Transfer Credits Granted:	Transfer credit will be granted for a maximum of the first two years of the Bachelor of Community and Criminal Justice program with the exception of the Bridging semester
Total number of program courses that must be completed at Conestoga in order to graduate:	20 out of 40 courses and 1 co-op term 2 bridge courses
Program Completion Requirements:	In order to graduate from the Bachelor of Community and Criminal Justice program, advanced standing students must successfully complete: <ol style="list-style-type: none"> 1. The bridging semester courses 2. Years 3 and 4 academic terms 3. One co-op work term and two unpaid educational placements
Anticipated time to complete the credential if enrolled full-time:	Number of academic semesters: 4 academic terms plus 1 co-op work term Number of years: 2 + summer
List of eligible institutions and their programs	Protection, Security and Investigation Diploma: Fanshawe College; Loyalist College.

Pathway 2: Police Foundations Diplomas

PATHWAY DETAILS	
Title of Pathway: Use Official Program/Credential Titles	From: Police Foundations Diploma To: Bachelor of Community and Criminal Justice
Pathway Type: <i>Degree Completion, Certificate to Diploma, etc.</i>	Degree completion
List other postsecondary institution/s involved in the creation of the pathway:	N/A
Pathway Implementation:	August 2017 (If BCCJ design renewal approved for implementation in 2017-18)
Program designs for which this pathway is eligible:	Bachelor of Community and Criminal Justice (1240C, version 1701 and subsequent versions) Program versions prior to Fall 2017 delivery are ineligible for this pathway opportunity
Contact Procedure:	Program Website: http://www.conestogac.on.ca/fulltime/1240C.jsp Program Coordinator: Jennifer Robinson, (519) 748-5220 ext: 3905 jrobinson@conestogac.on.ca Admissions Officer: Betty Lou Harris, (519) 748-5220 ext: 3665 bharris@conestogac.on.ca
Eligibility for the Pathway:	Graduates of the 2-year diploma in Police Foundations from eligible institutions with a minimum of 75% average may apply for advanced standing into the Bachelor of Community and Criminal Justice degree. Interested graduates must submit application through ontariocolleges.ca , choosing the advanced standing application option. Successful applicants must complete a Bridging semester offered May to July, consisting of the following courses: <ul style="list-style-type: none"> • Applications of Social and Restorative Justice • Client Focused Engagement, Services, and Supports
Applicant must have graduated from the program at the sending institution:	Yes
Minimum program GPA or % required to be eligible for this pathway:	75%

Minimum GPA or % required in specific courses	N/A
Total number of courses in the Conestoga program design, not including Co-op:	40
Co-op opportunities in the Conestoga program design:	Total number of Co-op opportunities in the program: 1 Number of Co-ops required for graduation from the full program: 1 Number of Co-ops to be completed by advanced standing students: 1
Total number of program courses for which credit will be granted:	20 out of 40 courses
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Total number of program courses that must be completed at Conestoga in order to graduate:	20 out of 40 courses and 1 co-op term 2 bridge courses
Program Completion Requirements:	In order to graduate from the Bachelor of Community and Criminal Justice program, advanced standing students must successfully complete: <ol style="list-style-type: none"> 1. The bridging semester courses 2. Years 3 and 4 academic terms 3. One co-op work term and two unpaid educational placements
Anticipated time to complete the credential if enrolled full-time:	Number of academic semesters: 4 academic terms plus 1 co-op work term Number of years: 2 + summer
List of eligible institutions and their programs	Police Foundations Diploma: Fanshawe College; Fleming College; Humber College; Northern College; Sault College.