



# Honours Bachelor of Crime and Intelligence Analysis

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# College and Program Information

## Seneca College of Applied Arts and Technology

<http://www.senecacollege.ca>

### Proposed Degree Nomenclature

Honours Bachelor of Crime and Intelligence Analysis

### Location: specific address where the program will be delivered

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# **Seneca**

## **Section 1: Introduction**

## **Section 1: Introduction**

The following section includes:

- 1.1 Executive Summary
- 1.2 Program Complement
- 1.3 Program Abstract

## 1.1 Executive Summary

The proposed Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program is designed to fulfill a labour market need for crime and intelligence analysts within the field of public safety, and contribute to fraud investigations in public and private sectors. The focus on crime and intelligence analysis is in direct alignment with the priorities of the federal (e.g., Public Safety Canada), provincial (e.g., Ministry of Public Safety and Solicitor General), and municipal governments (e.g., City of Toronto), as well as a host of law enforcement (e.g., Integrated Gun and Gang Task Force), criminal justice (e.g., Youth Justice Services), and community organizations (e.g., YMCA) that have classified security—specifically cyber-security—as key areas of concern.<sup>1 2</sup> Institutions inside and outside of government depend on robust and stable security systems to protect daily operations from physical and computer-based threats.

New technologies in crime prevention and intervention, information structures to facilitate efficiency in police work (e.g., email, databases, and forms available from vehicles and dashboard cameras), legislative changes, and Supreme Court decisions have led to changes in investigative procedures and the collection of evidence. The changing nature of technologies and techniques used in the public safety sector requires specialized duties to facilitate the complexity and collaborative nature of the work. The demands on police and the context in which they work have recently changed extensively.<sup>3</sup> These changes include the rise in breaches to cyber-security involving private sector organizations in the fields of private security, healthcare, and the public sector (i.e., community and municipal groups) and other government organizations working collaboratively with policing and law enforcement agencies to provide public safety and security.<sup>4</sup>

A report by the Information and Communications Technology Council (ICTC)<sup>5</sup> noted growing security concerns among industry and the public, creating a massive cyber-security economy (between \$80 and \$150 billion U.S. annually) to provide filtering, data mining, fusioning, and computer attacking capabilities to security services worldwide.<sup>6</sup> The Professional Engineers Ontario (PEO) have discussed the increasing importance of recognizing the dependency of Canadians on the digital infrastructure which underpins other critical infrastructures such as finance, healthcare, transport, and safety.<sup>7</sup> Moreover, as the rate of attrition due to retirement continues in police work, projections of 40,394 new jobs in public safety are expected by 2022.<sup>8</sup> HBCIA graduates can serve employment gaps in the following sectors:

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<sup>1</sup> Public Safety Canada. (July 22, 2015). Harper Government takes action to protect cyber systems in Canada. News Release. Retrieved December 23, 2015 at <http://news.gc.ca/web/article-en.do?nid=1005009>

<sup>2</sup> Public Safety Canada. (2015). Action Plan 2010-2015 for Canada's Cyber Security Strategy. Retrieved December at <http://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ctn-pln-cbr-sctr/index-eng.aspx>

<sup>3</sup> Government of Canada. (n.d.). Police Officers (Except Commissioned). Retrieved December 23, 2015 at [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/6261.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/6261.shtml)

<sup>4</sup> Government of Canada. (2015). Advancing Canada's Cyber Security Strategy. Retrieved December 23, 2015 at <http://news.gc.ca/web/article-en.do?nid=1004989>

<sup>5</sup> Information and Communications Technology Council website <http://www.ictc-ctic.ca/>

<sup>6</sup> ICTC White Paper Series. (2012). Cyber Security: Critical ICT Human Resource in the Digital Economy. Retrieved December 23, 2015 at [http://www.ictc-ctic.ca/wp-content/uploads/2012/10/ICTC\\_CyberSecurityReport1.pdf](http://www.ictc-ctic.ca/wp-content/uploads/2012/10/ICTC_CyberSecurityReport1.pdf)

<sup>7</sup> Professional Engineers Ontario (PEO). (2014). Professional Engineers Ontario Response to Digital Economy Strategy. Consultation: Communications Infrastructure Engineering. Government of Canada. Digital Canada 150. Retrieved December 23, 2015 at <http://www.ic.gc.ca/eic/site/028.nsf/eng/00272.html>

<sup>8</sup> Government of Canada. (n.d.). Police Officers (Except Commissioned). Retrieved December 23, 2015 at [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/6261.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/6261.shtml)

## Section 1: Introduction

- Police services (Royal Canadian Mounted Police (RCMP), Ontario Provincial Police (OPP), municipal police services, and military police),
- Government (Canada Border Services Agency (CBSA), Public Safety Canada, Canadian Security and Intelligence Service (CSIS), Transport Canada, and Privy Council Office), and
- Private sector (banking, insurance, multi-national corporations).

The proposed program meets the present-day needs of public safety organizations by providing graduates with a foundation in public safety and policing and a specialization in crime and intelligence analysis. The proposed program will facilitate the graduate's entry into a wide variety of positions in the professional field of criminal justice and security. At present, no other postsecondary institution in Ontario offers a program of this scope, making it a unique and timely program. While the British Columbia Institute of Technology (BCIT) and the Justice Institute of British Columbia (JIBC) offer educational credentials (degree and graduate certificate) in this field, meeting the demand for professionals in this field is challenging. Currently, organizations nurture this expertise by developing employees through on-the-job training or by hiring consultants.

The HBCIA program will provide students with the opportunity for training in this field in an Ontario institution. It combines theory, research, and applied skills to facilitate the graduate's entry into a wide array of careers in the both the public and private sectors. Given the existing application demand and enrolment success of Seneca's program cluster in Public Safety, our program is ideally positioned to offer a degree-level education in Crime and Intelligence Analysis. Namely, students enrolled in the proposed program will benefit from Seneca's history of delivering high quality programs and the professional expertise of the faculty.

Offering the proposed program will provide Seneca the opportunity to expand reciprocal partnerships with public safety institutions such as policing agencies, Canada Border Security Agency (CBSA), Corrections, and the financial and regulatory sectors. Seneca aims to partner with professional associations such as the Canadian Association of Security and Intelligence Studies (CASIS), Canadian Society for Industrial Security (CSIS), International Association of Crime Analysts (IACA), International Association of Intelligence Educators (IAFIE), the International Association for Law Enforcement Intelligence Analysts (IALEIA), and National Security Partners Forum (NSPF). Students in the proposed program will benefit from these partnerships through the professional expertise and community networks that have been comprehensively developed by each of these organizations. Networking with these professional organizations will also provide students with a rich learning environment reflective of the interdisciplinary nature of the workplace.

The HBCIA program will attract Ontario Secondary School Diploma (OSSD) graduates (or the equivalent) pursuing studies in the following fields: law, security administration, protection, security and investigation, in addition to public safety practitioners pursuing a career change, career development, or opportunities for advancement. Our curriculum and subject matter experts have designed the proposed program to support the foundational principles, skills, and knowledge of the graduates of the police foundations diploma programs. This provides a program pathway for graduates from Ontario College Police Foundations programs and it is anticipated that graduates who wish to pursue further studies in this emerging field will be applicants to the proposed program.

## Section 1: Introduction

Graduates of the HBCIA program will develop the skills necessary for employment across a broad spectrum of professional disciplines in both private and public sectors. They will have the necessary knowledge and skills to work as crime and intelligence analysts, with the potential to seek accreditation by professional associations such as the International Association of Law Enforcement Intelligence Analysts (IALEIA), the International Association of Crime Analysts (IACA), and the International Association for Intelligence Educators (IAFIE).

The HBCIA program was designed to align the legal requirement in ONTARIO REGULATION 3/99, 5(1), 5(4), 7(1), and 13(1) that specifies every police service organization should have the capacity for crime and intelligence analysis. Current policing strategies such as community policing, problem-oriented-policing, and intelligence-led policing all require some form of crime and intelligence analysis for successful implementation. Crime and intelligence analysis is also used for investigations, long-term crime reduction strategies, and administrative purposes. In addition to police service organizations, it is used in a wide variety of organizations such as the Ministry of Finance, Hydro One, and the private security industry.

Many police agencies throughout Canada are actively recruiting crime and intelligence analysts to help identify trends and threats that have an impact on the security of Canada.<sup>9</sup> The HBCIA program will provide academic and experiential learning opportunities for students to be better positioned for employment in the field of crime and intelligence analysis upon graduation. This program is designed to include a range of delivery methods to support multiple learning styles and to assist learners in developing the skills they need for lifelong learning. Curriculum developers have designed the program to encourage students to develop and apply critical thinking and problem solving skills. Faculty members will engage students through interactive, self-directed, and project-based learning activities. Technology-enhanced platforms will be incorporated with learning activities to support learners in developing competencies in applications and technologies for crime and intelligence analysis.

The courses in the proposed program increase in complexity and involve a comprehensive capstone project in the final year. A strong emphasis is placed on relevant degree-level research methodologies and techniques to provide students with opportunities for entry into research jobs and admission to master's level programs.

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<sup>9</sup> Canadian Security Intelligence Service Public Report, 2011-2013. Retrieved December 23, 2015 at <https://www.csis.gc.ca/pblctns/nnlrprt/2011-2013/index-en.php>

## 1.2 Program Complement

The HBCIA program, housed in the School of Public Safety, will complement the current program offerings:

- Police Foundations (Ontario College Diploma),
- 911 & Emergency Service Communications (Ontario College Certificate), and
- Advanced Investigations and Enforcement (Ontario College Graduate Certificate)

The interdisciplinary nature of these programs supports a learning experience that draws on the professional knowledge, community networks and partnerships established over time. In addition, specialized training and workshops are offered through the Faculty of Continuing Education and Training to supplement and enhance the offerings of the School of Public Safety.<sup>10</sup>

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<sup>10</sup> Seneca College. (2015). Seneca College Part-time Studies – Toronto, Ontario, Canada – Contact Us. <http://www.senecacollege.ca/ce/info/contact-us.html>

### **1.3 Program Abstract**

The Honours Bachelor of Crime and Intelligence Analysis (HBCIA) is the first degree of its kind in Canada to offer an interdisciplinary education in developing the attributes and skills required for a career in crime and intelligence analysis. The HBCIA program is designed to build a strong foundation in public safety and specialized skills in the discipline of crime and intelligence analysis through the synthesis of information at strategic, tactical and operational levels, analysis of principles and theories, as well as opportunities for applied research to aid in assisting public safety agencies with their mandates. The program facilitates the graduate's entry into a variety of criminal justice related careers and/or admission into graduate programs as they acquire the necessary knowledge and skills to act as professional analysts in the discovery and reduction of crime.

# **Seneca**

## **Section 2: Degree Level**

## **Section 2: Degree Level**

The following section includes a summary of the program's features and the supporting resources to demonstrate the knowledge and skill expectations of the six elements of the standard.

- 2.0     Overview
- 2.1     Depth and Breadth of Knowledge
- 2.2     Conceptual & Methodological Awareness/Research and Scholarship
- 2.3     Communication Skills
- 2.4     Application of Knowledge
- 2.5     Professional Capacity/Autonomy
- 2.6     Awareness of Limits of Knowledge

## 2.0 Overview

The Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program prepares graduates to enter careers in the analytical field of public safety in the public or private sectors. To succeed in this challenging and complex environment, the program prepares graduates to identify and address public safety matters through internationally recognized analytical practices and tools.

The degree is designed to develop the depth of knowledge in crime and intelligence, and the breadth of analytical skills that can be transferable across a variety of professions. To be successful in this industry, it is imperative that graduates are equipped with well-developed critical thinking, problem-solving, communication and collaborative skills; skills that are embedded into the program. In addition to design and promotion of crime control and reduction strategies in a global environment, graduates will have examined the connections among social, cultural, psychological, and organizational systems that impact safety and security.

The core content of the first two years of the program is designed to provide the foundational knowledge and skill to support the development of advanced analytical skills and the application of those skills. The program introduces students to the fields of law and policing, criminology and research analytics; these form the foundation for the development of specialized skills sets required to address different forms of crime, including:

- Organized crime;
- Gang intelligence;
- Corporate crime;
- Social media networking; and
- Terrorist and counter terrorist financing.

Seneca's primary objective is to ensure graduates are ready for the workforce and to further their studies. Graduates of the HBCIA program will have strong academic knowledge across several subject areas related to crime and intelligence analysis. They will be able to think critically and use technology by developing and presenting analytical end products that are used to inform decision-making. The curriculum consists of a strong academic knowledge of crime, crime control and reduction models, and develops the analytical skills to engage in a career in the field of crime and intelligence. Graduates will possess the understanding to detect emerging and acute public safety problems, enabling them to address crime and disorder in the communities that they serve.

## 2.1 Depth and Breadth of Knowledge

- a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
- b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
- c. A developed ability to:
  - i. gather, review, evaluate and interpret information;
  - ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
- d. A developed, detailed knowledge of and experience in research in an area of the discipline;
- e. Developed critical thinking and analytical skills inside and outside the discipline;
- f. The ability to apply learning from one or more areas outside the discipline.

Depth of knowledge is reflected in the level and complexity of the course learning outcomes and the evaluation requirements. The learning outcomes were written using Bloom's taxonomy to align the learning with the relevant depth of knowledge and higher learning expectations of a degree program. The degree-level application of knowledge emphasizes critical thinking, evaluation, and analysis within and outside the disciplinary field.

Courses in advanced analytical techniques, critical thinking and writing strategies, the application of strategic intelligence, statistics, research methods, and the applied research project not only support degree-level critical thinking and writing for the field of crime and intelligence analysis but also provides students with mobility within the field of analytics. The courses gradually build in complexity, depth, and application of knowledge.

The core content of the first two years of the proposed program is designed to provide students with the foundational knowledge to develop advanced analytical skills and then apply those skills to a greater depth in the last two years of the degree. The first two years of the curriculum is designed to provide a broad overview of public safety and an introduction to the functional areas of policing and the courts. Related areas in professional ethics, vulnerable and marginalized populations, and alternative policing and justice models are also covered. These two years support the occupation-specific numeracy skills developed in courses such as *Introduction to Public Safety in Canada*, *Criminal Law and Procedure*, *Contemporary Policing*, and *Diversity and First Nations People in Canada*.

In years three and four, students focus on the research and application of analytical techniques in crime and intelligence. This emphasizes the interdependent relationships among tactical, strategic, and operational directives in the different domains of the public and private sector. Students develop the necessary skills to gather, review, evaluate, and interpret information and have the opportunity to design a research project that generates recommendations, solutions, and creative options. The specialized courses that develop these skills include *Social Media Analysis*, *Advanced Concepts of Crime Analysis*, *Counter Terrorism*, and *Research Methods*.

## 2.2 Conceptual & Methodological Awareness/Research and Scholarship

- a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
- b. Devise and sustain arguments or solve problems using these methods;
- c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

Throughout the four years of the program, students will apply and further develop the ability to critically analyze situations and solve problems. The curriculum will expose students to projects, case studies, guest lecturers, and an integrated capstone project that will provide an opportunity to synthesize learning. This program will cultivate the students' abilities to evaluate varied approaches and to solve problems by using industry and evidence-informed ideas and techniques.

Students will have opportunities to research, evaluate, and implement effective solutions independently and as part of an interdisciplinary team. They will be asked to engage in critically analyzing a public safety issue, assess the environmental situation, evaluate alternative courses of action, and develop and present sound recommendations. With this pedagogical approach, graduates will be equipped with the skills necessary to communicate effectively in an intercultural organizational environment with current and best practices to become resourceful problem solvers and desirable employees.

Courses such as *Social Media Analysis*, *Counter Terrorism*, *Anti-Money Laundering and Counter Terrorist Financing*, and *Business Intelligence* will enhance the student's conceptual and methodological skills in the following categories:

- Assessment of current research and advanced scholarship;
- Evaluation of the appropriateness of different approaches; and
- Creation of sustainable arguments to address challenges in the field of public safety.

An investigative approach frames the design and delivery of the curriculum in this program and emphasizes the ability to use information purposefully in order to achieve specific objectives. Students will learn how to examine and evaluate the conceptual frameworks of theory and research and translate information as it relates to current and emerging theory, practice(s), and scholarship. Embedded in the curriculum is the significance of maintaining currency in the field of study and a commitment to lifelong learning through the practice of self-reflection.

### 2.3 Communication Skills

The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

The field in crime and intelligence demands the accurate and reliable communication of knowledge and information to multi- and interdisciplinary teams in specialist and non-specialist audiences. Graduates of the program will synthesize information, and apply structured and coherent arguments when presenting information from different sources and delivering informed recommendations. Designing learning that enhances opportunities for interaction with colleagues, faculty, and industry experts while engaging in the discussion of cases and reports, writing proposals and essays and delivering presentations will support their ability to communicate effectively. Courses that provide a foundation to effective communication are *Interpersonal Communication* and *Presentation Skills*. *Interpersonal Communication* develops communication skills in students, and enables them to recognize the communication style of others. This course equips students with conflict management strategies, active listening strategies and feedback skills, as well as verbal and non-verbal communication methods used in personal and professional settings. *Presentation Skills* provides the foundational skill set to prepare students to make professional oral presentations with the use of presentation aids. It introduces students to the significance of verbal and non-verbal language, audience, planning, and evaluation when designing and delivering effective presentations.

The *Introduction to Crime Mapping* course introduces students to technical communication skills using crime mapping software, in addition to discussing the importance of considering the specialist and non-specialist audience when delivering effective presentations. In this course, students produce crime maps by using map layouts and export options, descriptive mapping and symbolization, concepts of density mapping, and spatial analysis to identify crime hotspots. Students also assess the impact of their analysis to the front-line officer's decision-making. Further communication skills are developed in the *Advanced Concepts of Crime Analysis* course, in which students prepare and present analytical reports with the use of spreadsheet software and analytical charting. Students build on earlier courses to develop in-depth skills and understanding about the importance of communicating and presenting crime analytics. These courses provide the foundational technical and visualization skills for *Professional Communication of Analyses* where students will be introduced to presenting analytical findings in a variety of formats for law enforcement personnel, the public, and evidentiary purposes.

## 2.4 Application of Knowledge

- a. The ability to review, present and critically evaluate quantitative and qualitative information to:
  - i. develop lines of argument;
  - ii. make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study;
  - iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
  - iv. where appropriate, use this knowledge in the creative process;
- b. The ability to use a basic range of established techniques to:
  - i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
  - ii. propose solutions;
  - iii. frame appropriate questions for the purpose of solving a problem;
  - iv. solve a problem or create a new work;
- c. The ability to make use of scholarly reviews and primary sources.

The ability to review current and historical information, undertake a critical evaluation, and use knowledge in proposing solutions is supported by a dynamic learning environment through the use of self-directed and problem-based learning, projects, case studies and a work-integrated learning opportunity. Critical thinking and analysis is a significant skill set in the field of crime and intelligence analysis. *Contemporary Policing* and *Diversity and First Nations People in Canada* are two examples of courses that provide students with the theoretical information to support framing appropriate questions for the purpose of solving a problem. In *Contemporary Policing*, students review the research literature and current debates to critically evaluate contemporary and traditional models of policing to address crime prevention. Students critically examine stereotypes and cultural assumptions and discuss the negative effects of prejudice and discrimination held by community members and law enforcement in *Diversity and First Nations People in Canada*.

The theory introduced in *Introduction to Law*, *Criminology: Theories and Typologies*, and *Organized Crime in Canada* lays the foundation for the development of lines of argument and making sound judgements. This theoretical foundation is used in *Applications of Strategic Intelligence* in which students learn to discern between information and intelligence to support analyses and decision-making for a broad range of clients and stakeholders. *Counter Terrorism* and *Gang Intelligence in Canada* strengthen the ability to critically evaluate information by applying the concept of risk assessment and the mitigation of risk in the evaluation crime reduction strategies to combat gang and counter terrorist activity. In the final year of the program, students complete a capstone project on a public safety issue where they apply the theory, methods, and visualization tools and techniques to prepare a presentation with a solution to solve a problem.

## 2.5 Professional Capacity/Autonomy

- a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
  - i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
  - ii. working reflectively with others;
  - iii. decision-making in complex contexts;
- b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;
- c. Behaviour consistent with academic integrity and social responsibility.

Seneca has made a commitment to designing curriculum that teaches and assesses core literacies. These core literacies include, but are not limited to: ethical reasoning, personal and social responsibility, creative thinking, and inquiry and analysis. They will be taught, practiced, and evaluated in the proposed program through group projects, case-based learning, and a work-integrated learning experience. The foundational principle of this initiative is to support the transition from a Seneca graduate to an informed and socially responsible citizen. The importance of inter-cultural understanding and sensitivity to support the transition of working within culturally diverse work settings is supported in *Social Problems in a Diverse Society*, *Diversity and First Nations People in Canada*, *Youth and Crime*, and *Restorative Justice*.

Legal, ethical, and regulatory issues and challenges in crime and intelligence analysis is a particular concern for the industry and field. Students are expected to maintain currency in issues in their field through interaction with guest speakers, faculty, and other students.

Industry experts in the field will be invited as guest lecturers and graduates will be advised to pursue professional memberships and certification with the International Association of Crime Analysts (IACA) and the International Association of Law Enforcement Intelligence Analysts (IALEIA). This emphasis will highlight the importance of professional development and the significance of collaborative and collegial professional networks.

Students are expected to exercise personal accountability and decision-making by taking increasing responsibility for the content and direction of their work as they progress through the program. The program is designed to support the progressive acquisition of independent learning skills by promoting the value of additional research through the use of increasingly complex and demanding projects and body of knowledge. The importance of continuing professional development and the need for currency in the field will be emphasized throughout the program.

## 2.6 Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.

Students will develop an appreciation of uncertainty, ambiguity, and the limits of their knowledge through the utilization of an evaluation process that involves self-reflection and feedback from peers, faculty, community members, and employers. The program will enable students to capture insights from and reflect upon their experiences by engaging in a variety of projects and activities and exploring the impact and outcomes of their decisions to inform future practice. Through a comprehensive feedback process students develop an appreciation and awareness of bias, uncertainty, ambiguity and their limits of knowledge. *Restorative Justice* is one such course that will stretch the imagination of the student by challenging the customary responses to crime and introducing students to the major shifts and developments in restorative justice over the last decade to revolutionize criminal justice.

Reflective activities requiring the exploration of assumptions supporting decisions and outcomes will enable students to learn from their experiences and apply this understanding to new challenges and situations. Courses such as *Social Media Analysis*, *Counter Terrorism*, and *Anti-Money Laundering and Counter Terrorist Financing* will enable the students' understanding of the limits of their knowledge, in the context to which social media can be used to facilitate illegal activity. This set of courses, in particular, requires the students' assessment of their own use of social media and challenge them to consider their complicity in the use of technology. Classifying terrorist groups and tactics to assess the potential risk on the Canadian lifestyle and using a structured risk assessment in the identification of the vulnerabilities of a system will also highlight the potential effects of technology.

# **Seneca**

## **Section 3: Admission, Promotion and Graduation**

## **Section 3: Admission, Promotion and Graduation**

The following section includes:

- 3.1    Admission Standard
- 3.2    Admission Requirements for Direct Entry
- 3.3    Admission Policies and Procedures for Mature Students
- 3.4    Promotion and Graduation Requirements
- 3.5    Advanced Standing Policies and Requirements

### **3.1 Admission Standard**

The admission requirements proposed for the Honours Bachelor of Crime and Intelligence Analysis program (HBCIA) aligns with Seneca's and the Ministry of Advanced Education and Skills Development's guidelines. Mature students will be considered for admission to the degree program upon demonstration of academic preparedness, the required credit in (or equivalent to) Grade 12 U English, and meet other requirements outlined in Seneca's Admission Policies and Procedures for Mature Students (See the "Policies" section of the submission).

### **Credit Transfer**

Seneca's Credit Transfer/Recognition Policies outline the granting of advanced standing and credit transfer and meet the requirements as detailed in the Handbook for Ontario Colleges: Applying for Ministerial Consent (2015) under the Post-secondary Education Choice and Excellence Act, 2000.

### **Promotion and Graduation**

Included in this submission is Seneca's Academic Policy 2015/16, which includes the Promotion and Graduation Policy and the grading scheme. Students must maintain a minimum grade point average of 2.5 in the courses in the main field of study and a minimum of 2.0 in all other courses for promotion and graduation, with some provisions for extenuating circumstances and probation. Students who do not meet this standard will be withdrawn from the program.

### **Degree Completion**

The diploma in Police Foundations is a 2-year credential offered by Seneca that has a high affinity with the proposed degree program. Graduates from this 2-year diploma, with a GPA of 3.0 or better, have been evaluated to receive direct entry into term 4 of the HBCIA. Police Foundation graduates from all Ontario Colleges of Applied Arts and Technology are eligible to enter the program in term four, which enables them to complete the degree program with an additional five terms of study. Graduates of the diploma program prior to 2016 will undergo an assessment of their electives to determine whether they are required to complete BCIA340: Youth and Crime as well as BCIA320: Diversity and First Nations People in Canada. Entry options for graduates of other college or university programs and public safety practitioners wishing to enter the degree will be evaluated on a case-by-case basis.

A gap analysis of the proposed degree program-level learning outcomes and the vocational outcomes to support the direct entry of the graduates of the diploma program is detailed in Section 4.11 Gap Analysis.

### **3.2 Admission Requirements for Direct Entry**

Program eligibility:

- Ontario Secondary School Diploma with a majority of senior credits at the University Preparation (U) or University/College Preparation (M) level or Mature student status (age 19 or older)
- Six Grade 12 (U) or (M) courses with a minimum of 65% average including:
  - Grade 12 English: ENG4 (U)
- Mature students (age 19 or older) must submit proof of credits in the above subjects or their equivalent and meet other requirements as outlined in Seneca's Admission Policies and Procedures for Mature Students (see the "Policies" section of the submission).

### **3.3 Admission Policies and Procedures for Mature Students**

See the “Policies” section of the submission for Seneca’s policies and procedures for admission of mature students.

### **3.4 Promotion and Graduation Requirements**

See the “Policies” section of the submission for Seneca’s policies on promotion of students in degree programs. See also Seneca’s policies regarding students who do not meet the minimum achievement requirements.

### **3.5 Advanced Standing Policies and Requirements**

See the “Policies” section of the submission for Seneca’s policies and procedures pertaining to the following:

- credit transfer recognition, and
- entrance examinations and advanced placement based on Prior Learning Assessment.

# **Seneca**

## **Section 4: Program Content**

## **Section 4: Program Content**

The following section includes:

- 4.1 Program Overview and Map
- 4.2 Program Advisory Committee
  - (i) Composition of the Ad-Hoc Program Advisory Committee
- 4.3 Professional Accreditation
  - (i) Letters of Support
- 4.4 Learning Outcomes
  - (i) Degree Level Outcomes
  - (ii) Program Learning Outcomes
  - (iii) Breadth Learning Outcomes
  - (iv) Institutional Core Literacies
- 4.5 Course Descriptions
  - (i) Core Courses
  - (ii) Non-Core Courses
  - (iii) Work Integrated Learning
- 4.6 Course Schedules
  - (i) Course Schedule 1
  - (ii) Course Schedule 2
- 4.7 Work Integrated Learning Experience
- 4.8 Frameworks: Course Outline and Delivery
  - (i) Overview of Seneca's Course Outline Framework
  - (ii) Glossary of Instructional Strategies
  - (iii) Identification of Previously Assessed Core Courses
  - (iv) Identification of Previously Assessed Non-Core Courses
  - (v) List of Core Courses
  - (vi) List of Non-Core Courses
- 4.9 Bridging Course Descriptions
- 4.10 Bridging Course Outlines
- 4.11 Gap Analysis
  - (i) Pathway from Police Foundations
  - (ii) Summary
  - (iii) Identification of Transfer Credit

#### **4.1 Program Overview and Map**

The Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program will provide students with a solid foundation of public safety and knowledge in crime and intelligence analysis. In addition, students will take courses in management and leadership, business intelligence, and professional communication to be better prepared to enter into a broader range of careers.

The proposed program was developed with input from the Program Advisory Committee (PAC), comprised of representatives from a cross-section of industry, informal consultation with key industry associations and government agencies, universities, and colleges. Faculty input from Seneca's School of Public Safety and an environmental scan were also taken into consideration when developing the curriculum. Seneca is confident that the program meets the needs of the industry and plays a critical role in the training and education of future crime and intelligence analysts (see the table on the following page).

## Honours Bachelor of Crime and Intelligence Analysis Program Map

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Co-op	Term 7	Term 8
BCIA110: Introduction to Public Safety in Canada (3 hours)	BCIA210: Ethics and the Justice System (3 hours)	BCIA310: Canadian Courts – Evolving Through the Charter (3 hours)	BCIA410: Introduction to Crime and Intelligence Analysis (3 hours)	BCIA510: Tactical Crime Analysis Techniques (3 hours)	BCIA610: Advanced Concepts of Crime Analysis (3 hours)	CWT650: Work term	BCIA710: Professional Communication of Analyses (3 hours)	RSCH4885: Research Project (3 hours)
BCIA120: Introduction to Law (3 hours)	BCIA220: Criminal Law and Procedure (3 hours)	BCIA320: Diversity and First Nations People in Canada (3 hours)	BCIA420: Restorative Justice (3 hours)	BCIA520: Private Sector Analysis and Public Safety (3 hours)	BCIA620: Applications of Strategic Intelligence (3 hours)		BCIA720: Counter Terrorism (3 hours)	BCIA820: Anti-Money Laundering and Counter Terrorist Financing (3 hours)
BCIA130: Introduction to Criminology (3 hours)	BCIA230: Investigation and Evidence (3 hours)	BCIA330: Contemporary Policing (3 hours)	BCIA430: Criminology: Theories and Typologies (3 hours)	BCIA530: Introduction to Crime Mapping (3 hours)	BCIA630: Technology Applications in Crime and Intelligence Analysis (3 hours)	CWT650: Work term	BCIA730: Management and Leadership in Public Safety (3 hours)	BCIA830: Business Intelligence (3 hours)
BCIA140: Social Problems in a Diverse Society (3 hours)	LSOXXX: Liberal Studies Option (3 hours)	BCIA340: Youth and Crime (3 hours)	BCIA440: Organized Crime in Canada (3 hours)	BCIA540: Statistics for Public Safety (4 hours)	BCIA640: Social Media Analysis (3 hours)		RSCH4875: Research Methods (3 hours)	BCIA840: Gang Intelligence in Canada (3 hours)
ENG106: Writing Strategies (3 hours)	LSP400: Presentation Skills (3 hours)	LSP320: Interpersonal Communication (3 hours)	LSOXXX: Liberal Studies Option (3 hours)	LSP200: Critical Thinking (3 hours)	BCIA650: Behavioural Science and Forensic Psychology (3 hours)	CPP600: Co-op Professional Practice (2 hours) CPP700: Co-op Integration and Career Planning (1 hour)	LSOXXX: Liberal Studies Option (3 hours)	LSOXXX: Liberal Studies Option (3 hours)
					CPP600: Co-op Professional Practice (2 hours)		CPP700: Co-op Integration and Career Planning (1 hour)	

Core	Non-Core	Work-Integrated Learning
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## 4.2 Program Advisory Committee

In 2011, an ad hoc Program Advisory Committee (PAC) was formed specifically for the purpose of the development of this program concept. This committee met twice in 2011 and in 2012 to provide input on industry trends in public safety. The PAC reconvened in 2014 and a teleconference with PAC members occurred in 2015 to discuss developments in public safety and to strengthen industry partnerships for the proposed program.

### 4.2(i) Composition of the Ad Hoc Program Advisory Committee:

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Name:	Jim Aspiotis
Academic Qualifications:	Bachelor of Arts, Honours Economics
Occupation/Title:	Manager, Ontario Corrections Intelligence Unit
Related Credentials:	Bachelor of Arts, Economics
Professional Affiliations:	Ontario Gang Investigators' Association; National Alliance of Gang Investigators' Associations
Name of Employer:	Ministry of Community Safety and Correctional Services

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Name:	Sébastien Aubertin-Giguère
Academic Qualifications:	Master of Arts, International Affairs
Occupation/Title:	Executive Director, Traveller Programs Transformation
Related Credentials:	Bachelor of Arts, Political Science
Professional Affiliations:	Master of Business Administration, McGill University
Name of Employer:	Canada Border Services Agency

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Name:	Pierre Bilodeau
Academic Qualifications:	Bachelor of Engineering (Civil), Master of Engineering (Survey)
Occupation/Title:	Industry Manager, Defence and Public Safety
Related Credentials:	Command and Staff Course, Canadian Forces College
Professional Affiliations:	Department of National Defence
Name of Employer:	ESRI Inc.

Name:	Jonathan Calof
Academic Qualifications:	Doctor of Philosophy, International Business and Strategy
Occupation/Title:	Associate Professor
Related Credentials:	Bachelor of Arts, Economics, Carleton University
Professional Affiliations:	Member Community Relations Committee, Jewish Confederation of Canada
Name of Employer:	Telfer School of Management, University of Ottawa

Name:	David Cariens
Academic Qualifications:	Bachelor of Arts, Master of Arts
Occupation/Title:	CIA Intelligence Analyst/Adjunct Professor; Senior (Retired) Instructor; Victims' Rights Advocate – School Shootings
Related Credentials:	Publications: (March, 2015) Intelligence and crime terminology: A glossary of terms and acronyms. (2012). Intelligence and crime analysis: Critical thinking through writing. (2008). A question of accountability: The murder of Angela Dales Contributing author, IALEIA/LEIU publication Criminal Intelligence for the 21st Century
Professional Affiliations:	
Name of Employer:	Analytic Advantage Inc.

---

Name:	Dean Correia <sup>11</sup>
Academic Qualifications:	Business Administration Certificate
Occupation/Title:	Emeritus Faculty
Related Credentials:	Licensed Private Investigator; ASIS Certified Protection Professional; Applied Federal and Provincial Statutes Certification; International Security Management Association Certification, Management Program
Professional Affiliations:	Principal, Correia Security Resources; Sheridan College International Security Management Association
Name of Employer:	Security Executive Council

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Name:	Ian Williams
Academic Qualifications:	Master of Spatial Analysis, Ryerson University; Master of Public Policy, Administration & Law, York University; Graduate Diploma – International & Security Studies, York University; Graduate Diploma – Justice System Administration, York University
Occupation/Title:	Manager, Business Intelligence & Analytics
Related Credentials:	Certified Crime & Intelligence Analyst
Professional Affiliations:	American Association of Geographers; Canadian Association of Geographers; Data Warehousing Institute
Name of Employer:	Toronto Police Service

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Name:	Aaron Esdon
Academic Qualifications:	Master of Arts
Occupation/Title:	Criminal Intelligence Analyst
Related Credentials:	
Professional Affiliations:	
Name of Employer:	Toronto Police Service

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<sup>11</sup> Added to the faculty complement. Once teaching commences, faculty member will step down from Program Advisory Committee.

Name: Robert Fahlman  
Academic Qualifications: Bachelor of Arts, Ryerson University  
Occupation/Title: President  
Related Credentials: Certified Criminal Analyst  
Professional Affiliations: Past Director General, Criminal Intelligence at Royal Canadian Mounted Police  
Name of Employer: R&D Fahlman Consulting Inc.

---

Name: Cindra Massicotte  
Academic Qualifications:  
Occupation/Title: Crime Analysis Supervisor  
Related Credentials:  
Professional Affiliations: International Association of Crime Analysts  
Name of Employer: York Regional Police

---

Name: David McClocklin  
Academic Qualifications: Bachelor of Arts, Social Sciences  
Occupation/Title: Detective/Constable, Tactical Intelligence Analyst  
Related Credentials: Royal St. George's College  
Professional Affiliations: National White Collar Crime Centre, Utica College  
Name of Employer: Ontario Provincial Police

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Name: Markus Pankatz  
Academic Qualifications: Canadian Forces Decoration (CD)  
Occupation/Title: Client Technical Professional, I2  
Related Credentials:  
Professional Affiliations:  
Name of Employer: IBM

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The HBCIA Program Advisory Committee contributes to the development of the program proposal and curriculum when required.

**Motion to Approve**

The Honours Bachelor of Crime and Intelligence Analysis (HBCIA) degree program was discussed at the PAC teleconference of February 9, 2015 where the motions to support the program were passed unanimously and where the committee confirmed that the program meets the requirements of the field of study. An excerpt from the official minutes of the HBCIA degree program working group meeting dated February 9, 2015 follows:

***Honours Bachelor of Crime and Intelligence Analysis***

5. NEW BUSINESS

5.1 Program Endorsement

Motion 1

The HBCIA ad hoc committee supports the proposed name and proposal for the Honours Bachelor of Crime and Intelligence Analysis.

MOVED: C. Massicotte                    SECONDED: D. Correia                    **CARRIED**

Motion 2

The proposed curriculum of the Honours Bachelor of Crime and Intelligence Analysis degree reflects current knowledge in public safety, specifically crime and intelligence analysis, and meets/exceeds the current education/training and relevance to the field of practice in public safety and crime and intelligence analysis.

MOVED: C. Massicotte                    SECONDED: D. McClocklin                    **CARRIED**

#### **4.3 Professional Accreditation**

The HBCIA program will provide students the opportunity to enhance their knowledge, skills and abilities with the pursuit of professional certification in the analytic field through the International Association of Law Enforcement Intelligence Analysts (IALEIA) or the International Association of Crime Analysts (IACA).

##### **IALEIA**

The purpose of the IALEIA certification program is to certify analysts and establish standards and testing to promote professionalism and high standards in analysis. Certified analysts tend to be among the more experienced and educated analysts and frequently hold higher classifications in their respective organizations. Some agencies encourage IALEIA certification for analysts seeking employment.<sup>12</sup>

##### **IACA**

IACA has developed criteria and an examination process that will allow applicants to become Certified Law Enforcement Analysts (CLEA). A certification program provides the foundation on which a profession demarcates the knowledge, skills, and abilities necessary for successfully meeting the job requirements within its given field. Crime, intelligence and investigative analysis, geographic profiling, police research, planning units and personnel all share a common skill set. In many cases, individual staff members are expected to provide this divergent analytical support to public safety agencies across the globe without formal training or instruction. The IACA is committed to administering a comprehensive training and credential program to provide analysts, as well as departments, both the framework for excellence and the mechanism for achieving it. The IACA has designed this model for use by all entities, private and public, local and international. The IACA encourages local associations, training programs, colleges and universities to build educational programs around this model and local, state, federal and provincial agencies to adopt these standards of excellence.<sup>13</sup>

Seneca intends to submit the proposed degree program to IALEIA and IACA for their consideration with a view to seek their respective affiliation. The program was built with IALEIA standards in concert with internationally recognized standards as articulated in the Law Enforcement Analytic Standards publication. We expect the program to be recognized by IALEIA and/or IACA.

Seneca expects graduates of this degree will meet the educational requirement for certification and be prepared to write the examination offered by either IALEIA or IACA, upon satisfying other required criteria. Additional information may be referenced in the following documents:

- IALEIA Certification Process<sup>14</sup>
- IACA Certification Program<sup>15</sup>

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<sup>12</sup> International Association of Law Enforcement Intelligence Analysts. (n.d.). <http://www.ialeia.org/>

<sup>13</sup> The International Association of Crime Analysts. (2011). IACA Certification Program.

[http://www.iaca.net/Certification/Documents/clea\\_program\\_outline.pdf](http://www.iaca.net/Certification/Documents/clea_program_outline.pdf)

<sup>14</sup> International Association of Law Enforcement Intelligence Analysts. (2013). The IALEIA Certification Process (<http://ialeia.org/certification.html>)

<sup>15</sup> The International Association of Crime Analysts. (2011). IACA Certification Program.

[http://www.iaca.net/Certification/Documents/clea\\_program\\_outline.pdf](http://www.iaca.net/Certification/Documents/clea_program_outline.pdf)

#### Section 4: Program Content

Both IALEIA and IACA provide standards that describe good practices, globally recognized credentials that certify analytical expertise, and resources for professional development, networking, and community.

IALEIA's professional certification (Criminal Intelligence Certified Analyst (CICA)) and IACA's professional certification (Certified Law Enforcement Analyst (CLEA)) are valuable entry-level certifications for analyst practitioners. Professional certification demonstrates an understanding of the fundamental knowledge, terminology, and processes of effective analysis in the field of crime and intelligence.

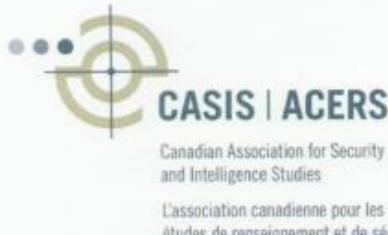
#### **4.3(i) Letters of Support**

The following letters from professional associations have been provided to Seneca in support of the proposed program:

- Canadian Association of Security and Intelligence Studies (CASIS),
- Canadian Council of Security Professionals,
- International Association of Law Enforcement Intelligence Analysts (IALEIA)<sup>16</sup>, and
- IBM Canada.

---

<sup>16</sup> See Section 7.3 Letters of Support for a letter from the President of the Local Chapter.



Larry White, MDE, BES  
Academic Chair  
School of Public Safety, Underwater Skills, Recreation and Environmental Studies  
Faculty of Applied Arts and Health Sciences  
Seneca College – King Campus  
13990 Dufferin Street North  
King City, ON L7B 1B3

Dear Mr. White,

As Executive Director of the Canadian Association for Security and Intelligence Studies (CASIS), I would like to applaud you and your colleagues on the development of the new Bachelor of Arts in Public Safety (Crime and Intelligence Analysis), within the School of Public Safety at Seneca College, and which is set to launch fall 2013. The BA Public Safety Program is very much needed at this time, filling a critical gap in the Canadian education and professional development space.

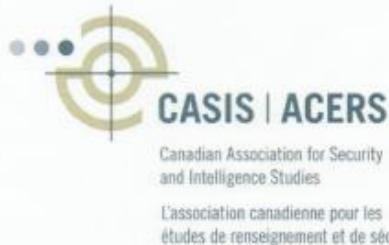
An intelligence and analysis program of this description is very much needed at this time. Existing practical programs lack the strategic depth of Masters level academic programs. Existing Canadian academic programs specializing in intelligence, including at the Masters level, do not teach practical skills in intelligence analysis, with most focusing on historical elements of the intelligence community, and with limited distinction made among the tactical, operational and strategic levels of activity and analysis.

The Seneca Program is unique in its full-spectrum approach, preparing graduates to operate effectively at all levels of complexity - tactical, operational and strategic. The proposed program provides tactical training, but also the knowledge, contextual understanding and critical thinking skills that will enable graduates to perform effectively and consistently at the operational and strategic levels. The program also provides a clear understanding of the different approaches and methodologies required to perform at all of these levels, enabling graduates to start in new workplace positions with an advanced state of readiness relative to existing programs. The course content of the Program has in addition been carefully balanced and rebalanced over the course of regular discussion with experts in the security community to ensure that the Program offers graduates the highest level of competency possible across all domains of security and public safety.

In the Canadian public sector, most intelligence and analysis training is done in-house within government departments and agencies, largely in isolation of each other, almost entirely in isolation of the academic community, and with limited interaction with the private sector. As such, the Seneca Program is positioned to be a leader in best practices, knowledge-sharing, and collaboration across the security community for years to come – all of which are widely recognized as being critical to success in ensuring Canadian security and public safety.

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## Section 4: Program Content



The Program will also facilitate highly valuable and relevant field placements, in addition to the practical classroom and scenario experience offered by the Program. These value-added components of the Program, in synergy with the Program's full-spectrum and collaborative approaches, will position graduates to be counted among the most highly sought-after candidates among public and private sector employers alike, and even internationally.

In addition to a well-rounded and deeply contextualized knowledge base, with practical training and experience, the graduates of the Program will be able to specialize in a variety of focus areas. This value-added component will allow graduates to leverage their own professional and personal experiences, interest areas and aptitudes. In this way, I am confident that employers will seek out Program graduates generally, but as added value, will also be able to request specific class graduates based on their individual specialties, to meet the immediate to medium-run needs of their organizations.

The forward looking approach of the program is in evidence, with the designers having gone to significant efforts to work with established intelligence and security-related associations, such as IALEIA and IACA among others, which are or will soon be in a position to offer accreditation to criminal and intelligence professionals and practitioners. This collaboration will ensure that graduates of the Program will not only be highly sought-after candidates upon graduation, but that their career paths will be enhanced by smooth pathways to accreditation and certification recognized by the leading bodies in Canada and internationally. In this way, the long-run attractiveness of graduates of the Program will also be of note to potential employers.

Program emphasis on professional standards, ethics, interpersonal relationships, and cognizance of end-state goals, will produce graduates who can not only function effectively with a depth and breadth of contextualized knowledge at assigned tasks within a workplace setting, but also employees who can visualize the desired end goal and act creatively to find ways to achieve the desired end-state while acting within the highest standards of professionalism, ethical behaviour, and cultural awareness.

Once again, I would like to commend you and your colleagues on a most impressive, well-crafted, and badly-needed program, that stands to graduate many classes of exceptionally qualified, creative, and effective security and intelligence professionals, who will no doubt contribute substantially to Canadian security and public safety, and raise the professionalism and credibility of the Canadian security and intelligence capacity for decades to come.

Yours sincerely,

Bonnie Butlin  
Executive Director

50 Laurier Ave. E, Suite 901, Ottawa, ON K1N 1H7  
(613) 266-8048 [secretariat@casis.ca](mailto:secretariat@casis.ca) [www.casis.ca](http://www.casis.ca)



June 11, 2012

To the attention of the Board of Directors, Faculty and Future Students of Seneca College;

I am writing this letter in full support of the Bachelor of Public Safety (Crime and Intelligence Analysis) Degree program at Seneca College. I spent significant time with the developers of this program discussing each aspect of it and offering insight as a leader in the security community in the National Capital Region and as a graduate of a college level security management program in the NCR.

The program leadership is insightful and very open to making appropriate changes during the development process and it has now formed into a degree program which I highly recommend and fully endorse. I would suggest to anyone seeking educational opportunities at the degree level in a unique program, to apply and partake of the curriculum offered at Seneca College. At this point in history, crime and intelligence analysis are in demand in both private and public sectors as career choices. Dedication to success in the program and utilizing other skills including networking, will translate into successful careers.

I wish you the utmost success and look forward to participating on an ongoing basis in the program on many levels.

*Andrea I. Blaustein*

Andrea Blaustein

Executive Director,  
Canadian Council of Security Professionals

## Section 4: Program Content



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## INTERNATIONAL ASSOCIATION OF LAW ENFORCEMENT INTELLIGENCE ANALYSTS

*Dedicated to professionalism in law enforcement intelligence and analysis since 1980*

Professor Syed Ejaz Hussain, Ph.D.  
School of Public Safety and Police Studies  
Seneca College - King Campus  
13990 Dufferin Street North  
King City, ON L7B 1B3

January 14, 2014

Dear Dr. Hussain,

As a professional, non-profit organization, the International Association of Law Enforcement Intelligence Analysts (IALEIA) represents law enforcement analysts at the local, state/provincial, national, and international levels, working to standardize law enforcement intelligence analysis. Our organization enhances understanding of the role of intelligence analysis, encourages the recognition of intelligence analysis as a professional endeavor, develops international qualification and competency standards, reinforces professional concepts, devises education and training standards and curricula, furnishes advisory and related services on intelligence analysis matters, conducts analytic-related research studies, and authors and disseminates information regarding analytical techniques and methods.

As the premiere criminal intelligence analysis association, we have reviewed your proposed curriculum for a bachelor's degree in crime and intelligence analysis with great interest. We are pleased with the initial breadth of courses being offered, as the topics represent many of the basic requirements necessary for a professional career in criminal intelligence analysis.

IALEIA supports your academic endeavors, which represent a step forward for our profession. Currently, only about two dozen similar programs exist; the creation of this degree program will certainly provide academic options for aspiring crime and intelligence analysts who wish to gain entry into a very competitive field.

Seneca College will witness the success of this program as graduates obtain jobs that were previously difficult to attain without supplemental training courses. In addition, we hope that Seneca College will become an academic member of IALEIA in order to provide publicity to your inaugural degree program.

We encourage Seneca College to provide this bachelor's degree in criminal intelligence analysis, and to seek the best professors and analysts available to provide both insight and enthusiasm about pursuing a career in criminal intelligence.

Sincerely,

*Shelagh Dorn*

Shelagh Dorn  
Vice President, IALEIA

IALEIA, Inc. P.O. Box 13887, Richmond, VA 23225 USA  
[www.ialeia.org](http://www.ialeia.org) Fax: 804.565.2059

## Section 4: Program Content



*IBM Canada Limited  
3600 Steeles Avenue East  
Markham, Ontario L3R 2Z1*

February 1, 2016

Mona Nouroozifar  
Chair, School of Public Safety  
Seneca College of Applied Arts and Technology  
13990 Dufferin Street North  
King City, Ontario  
L7B 1B3

**Subject: IBM Support for Honours Bachelor of Public Safety Analytics**

Dear Chair,

Fueled by increasing types and sources of data, insight from analytics is redefining what's possible. There is demand to capture, curate, search, share, store, transfer, visualize and query information all in a secure way. Data is nothing unless you can differentiate with it. As we enter the Cognitive era all types of data will be put to the test and used in ways we never thought possible – turning data into answers and insights that address the toughest business challenges. There is no better place than public safety to test these boundaries. IBM believes that organizations can transform their industry and professions with data.

IBM Canada is pleased to write this letter of support for the upcoming submission by Seneca College for a new Honours Bachelor of Crime and Intelligence Analysis in the School of Public Safety. Upon review of the curriculum, graduates will be well equipped with the knowledge, breadth and depth of analytics, and the practical and tactical training to be effective and valuable members in intelligence analytics. Students will be able to focus in on the research and application of analytical techniques in crime and intelligence. Graduates would have the ability to gather, review, evaluate, and interpret information and have the opportunity to generate recommendations, solutions, and creative options via breakthrough thinking. Seneca College curriculum supports this training where there is a need in the industry for these methods.

Seneca College's proposed curriculum will make this possible and is of interest to IBM as it affects the growth of the Ontario economy using data & analytics as the launching pad. We look forward to working with you further and to a successful program debut.

Yours truly,

A handwritten signature in black ink, appearing to read "Susan Harper".

Susan Harper  
Client Manager – Higher Education  
IBM Canada Ltd.  
[sharper@ca.ibm.com](mailto:sharper@ca.ibm.com)  
289-333-3010

cc: Colette Lacroix – IBM Industry Executive Higher Education

## 4.4 Learning Outcomes

### 4.4(i) Degree Level Outcomes

#### Mapping the program's courses to the degree level standard

The following summary table identifies the courses that map to each degree level standard. Please also see Section 2: Degree Level for an analysis of how the proposed program meets or exceeds the degree level standard.

Baccalaureate/Bachelor Honours Standards Ontario Qualification Framework - Degree Level Outcomes						
Course Codes	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
<b>Term 1</b>						
BCIA110	✓	✓				
BCIA120	✓					
BCIA130	✓					
BCIA140	✓					✓
ENG106			✓			
<b>Term 2</b>						
BCIA210					✓	✓
BCIA220	✓					
BCIA230		✓			✓	✓
LSP400			✓		✓	
<b>Term 3</b>						
BCIA310	✓				✓	✓
BCIA320	✓	✓				✓
BCIA330	✓				✓	
BCIA340	✓					
LSP320			✓		✓	
<b>Term 4</b>						
BCIA410	✓	✓		✓	✓	✓
BCIA420	✓					✓
BCIA430	✓	✓				✓
BCIA440	✓	✓		✓		✓

Baccalaureate/Bachelor Honours Standards Ontario Qualification Framework - Degree Level Outcomes						
Course Codes	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
<b>Term 5</b>						
BCIA510	✓	✓	✓	✓	✓	
BCIA520	✓					✓
BCIA530	✓	✓		✓		✓
BCIA540		✓		✓		✓
LSP200	✓		✓			✓
<b>Term 6</b>						
BCIA610	✓	✓	✓	✓	✓	
BCIA620	✓	✓	✓	✓	✓	
BCIA630	✓					✓
BCIA640	✓	✓				✓
BCIA650	✓	✓				✓
CPP600			✓		✓	✓
<b>Term:</b> <b>Work Integrated</b>						
CWT650	✓	✓	✓	✓	✓	✓
<b>Term 7</b>						
BCIA710			✓	✓	✓	
BCIA720	✓	✓				✓
BCIA730	✓	✓				✓
RSCH4875		✓			✓	✓
CPP700			✓		✓	
<b>Term 8</b>						
RSCH4885	✓	✓	✓	✓	✓	✓
BCIA820	✓	✓				✓
BCIA830	✓	✓				✓
BCIA840	✓	✓				✓

#### **4.4(ii) Program Learning Outcomes**

Graduates of the HBCIA program will demonstrate the ability to consistently:

1. Discuss the ways in which crime and intelligence analysis principles influence tactical and strategic decision making to support public safety.
2. Articulate the ways in which information and/or intelligence may be exchanged to encourage coordination between public safety and law enforcement agencies.
3. Choose appropriate intelligence collection, processing, and dissemination mechanisms to support public safety operations at strategic, tactical, and operational levels.
4. Analyze crime and intelligence data using a variety of tools/methodologies to support law enforcement institutions in their preventive, detective, and administrative functions.
5. Apply analytical techniques and criminological theories to discover and interpret temporal and spatial crime patterns.
6. Recommend appropriate policing models to control complex criminal and/or non-criminal situations.
7. Use current theory and research to make and support recommendations for crime reduction.
8. Design crime reduction strategies to support public safety.
9. Create intelligence and crime analysis reports, documents/products to disseminate data and inform decision making at operational, tactical, and strategic levels.
10. Model ethical and professional standards in order to comply with legal and regulatory requirements, and industry expectations.
11. Analyze organizational and operational mandates of public safety and law enforcement agencies to inform crime and intelligence gathering and propose public safety practices and solutions.

### Mapping the program's courses to the program learning outcomes

The following summary table identifies the courses that map to each program level learning outcome.

		Program Learning Outcomes										
Course Codes		1. Discuss the ways	2. Articulate the ways	3. Choose appropriate intelligence collection	4. Analyze crime and intelligence data	5. Apply analytical techniques	6. Recommend appropriate policing	7. Use current theory and research	8. Design crime reduction strategies	9. Create intelligence and crime analysis reports	10. Model ethical and professional standards	11. Analyze organizational and operational
<b>Term 1</b>												
BCIA110		✓		✓				✓				
BCIA120		✓					✓					
BCIA130					✓			✓	✓			
BCIA140					✓			✓	✓			
ENG106			✓							✓		
<b>Term 2</b>												
BCIA210									✓		✓	
BCIA220		✓		✓			✓					
BCIA230		✓	✓	✓						✓	✓	
LSP400		✓								✓		
<b>Term 3</b>												
BCIA310		✓	✓	✓						✓	✓	
BCIA320		✓		✓			✓	✓				✓
BCIA330		✓		✓			✓	✓	✓			✓
BCIA340		✓		✓						✓	✓	
LSP320		✓								✓	✓	
<b>Term 4</b>												
BCIA410		✓		✓							✓	
BCIA420			✓		✓			✓	✓			✓
BCIA430		✓				✓		✓	✓			
BCIA440		✓	✓	✓	✓		✓	✓	✓			✓
<b>Term 5</b>												
BCIA510		✓		✓	✓	✓			✓	✓		
BCIA520					✓			✓	✓			
BCIA530		✓		✓	✓	✓				✓	✓	
BCIA540				✓	✓					✓		
LSP200		✓	✓	✓			✓					

Program Learning Outcomes											
Course Codes	1. Discuss the ways	2. Articulate the ways	3. Choose appropriate intelligence collection	4. Analyze crime and intelligence data	5. Apply analytical techniques	6. Recommend appropriate policing	7. Use current theory and research	8. Design crime reduction strategies	9. Create intelligence and crime analysis reports	10. Model ethical and professional standards	11. Analyze organizational and operational
<b>Term 6</b>											
BCIA610	✓			✓	✓				✓		
BCIA620	✓		✓				✓		✓		✓
BCIA630			✓		✓			✓			
BCIA640		✓		✓			✓				✓
BCIA650	✓	✓	✓				✓				
CPP600										✓	
<b>Term:</b> <b>Work</b> <b>Integrated</b>											
CWT650										✓	✓
<b>Term 7</b>											
BCIA710		✓	✓						✓	✓	
BCIA720		✓	✓	✓			✓				
BCIA730		✓								✓	✓
RSCH4875			✓	✓	✓		✓			✓	
CPP700										✓	
<b>Term 8</b>											
RSCH4885	✓			✓	✓		✓	✓	✓	✓	
BCIA820		✓	✓	✓			✓				
BCIA830		✓	✓	✓			✓				
BCIA840		✓	✓	✓			✓				

#### 4.4(iii) Breadth Learning Outcomes

The General Education and Liberal Studies Policy at Seneca College is aligned with the requirements outlined by the Postsecondary Education Quality Assessment Board (PEQAB). It ensures that at least 20% of the degree program hours will be in degree-level courses outside the main field of study, knowledge in at least two of the following content areas: humanities, sciences, social sciences, global cultures, and mathematics, and a minimum of one non-core course is a free elective.<sup>17</sup>

To ensure that more than an introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field of study is met, a minimum of two non-core courses will be at the advanced level. Thus, every Seneca degree graduate will be exposed to increasingly complex theory outside the main field of study.

The liberal studies options (LSOs) are designed to support the content areas outlined above and contribute to developing knowledge about society, culture, and civic engagement, and strengthening critical thinking, reasoning skills, and written and oral communication skills. Examples include courses in poetry, the social and political impact of social trauma, philosophical conceptions of love, and living in a globalized world.<sup>18</sup> The curriculum in the proposed degree reflects current knowledge in the fields represented in the non-core/breadth offerings.

The following summary table identifies the courses that map to each breadth outcome.

Breadth Outcomes	Courses that contribute to this outcome
1. Demonstrate critical thinking, quantitative reasoning, written and oral communication skills.	<ul style="list-style-type: none"> <li>• Writing Strategies</li> <li>• Presentation Skills</li> <li>• Interpersonal Communication</li> <li>• Critical Thinking</li> <li>• Liberal Studies Options</li> </ul>
2. Demonstrate more than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics.	<ul style="list-style-type: none"> <li>• Upper level Liberal Studies Options</li> </ul>
3. Demonstrate knowledge of society and culture, and skills relevant to civic engagement.	<ul style="list-style-type: none"> <li>• Liberal Studies Options</li> </ul>

<sup>17</sup> Postsecondary Education Quality Assurance Board. (2015). Handbook for Ontario Colleges. Retrieved 01 December 2015  
<http://www.peqab.ca/Publications/Handbooks%20Guidelines/2015HNDBKCAAT%202015%2005%2027.pdf>

<sup>18</sup> Seneca College. (n.d.). Liberal Studies Options – Seneca Toronto, Canada. Retrieved 01 December 2015  
<http://www.senecacollege.ca/school/els/king/liberal-studies-electives-degree.html>

Breadth Outcomes	Courses that contribute to this outcome
4. Critically analyze and evaluate the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.	<ul style="list-style-type: none"> <li>• Writing Strategies</li> <li>• Critical Thinking</li> <li>• Interpersonal Communication</li> <li>• Liberal Studies Options</li> </ul>

#### 4.4(iv) Institutional Core Literacies

In Seneca's Academic Plan (2012-2017), the college has made a commitment that every Seneca graduate will demonstrate competency in the Seneca Core Literacies.<sup>19</sup> As stated in Seneca's Academic Plan (2012-2017), "our graduates will be called upon to extend their knowledge and skills in new directions, think critically, analyze information, comprehend disruptive new ideas, communicate clearly, collaborate in teams, solve problems, and make sound decisions." To ensure our graduates are prepared to be leaders in their careers, communities and personal lives, we have embedded Seneca's Core Literacies into all programs.

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<sup>19</sup> Seneca's Core Literacies can be found online at: <http://www.senecacollege.ca/about/reports/academic-plan/committing-to-senecas-core-literacies.html>

Section 4: Program Content

**Mapping the Program's Courses to Seneca's Core Literacies**

Seneca Core Literacies										
Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
<b>Term 1</b>										
BCIA110						✓	✓			
BCIA120				✓	✓	✓				✓
BCIA130	✓						✓			
BCIA140							✓	✓		✓
ENG106	✓	✓			✓					
<b>Term 2</b>										
BCIA210	✓	✓			✓	✓	✓		✓	
BCIA220				✓			✓	✓		
BCIA230	✓			✓		✓		✓	✓	
LSP400	✓	✓							✓	
<b>Term 3</b>										
BCIA310	✓	✓					✓	✓		
BCIA320			✓	✓						✓

Section 4: Program Content

Seneca Core Literacies										
Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
BCIA330			✓	✓				✓	✓	
BCIA340					✓			✓		✓
LSP320	✓	✓				✓				
<b>Term 4</b>										
BCIA410			✓	✓	✓	✓	✓			
BCIA420					✓			✓		✓
BCIA430				✓		✓	✓			✓
BCIA440			✓				✓			✓
<b>Term 5</b>										
BCIA510			✓	✓	✓		✓	✓		
BCIA520	✓			✓					✓	
BCIA530								✓	✓	
BCIA540			✓	✓		✓				
LSP200				✓			✓	✓		

Section 4: Program Content

Seneca Core Literacies										
Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
<b>Term 6</b>										
BCIA610			✓	✓	✓		✓			
BCIA620			✓	✓			✓	✓	✓	
BCIA630							✓		✓	
BCIA640	✓	✓			✓		✓			✓
BCIA650	✓	✓							✓	✓
CPP600	✓	✓				✓				
<b>Term: Integrated Work</b>										
CWT650	✓	✓		✓		✓		✓		✓
<b>Term 7</b>										
BCIA710	✓	✓		✓	✓		✓		✓	
BCIA720				✓	✓			✓	✓	✓
BCIA730	✓	✓		✓			✓	✓		✓

Section 4: Program Content

Seneca Core Literacies										
Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
RSCH4875			✓	✓		✓	✓	✓		
CPP700	✓	✓				✓				
<b>Term 8</b>										
RSCH4885	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BCIA820	✓	✓	✓	✓	✓		✓	✓	✓	✓
BCIA830	✓	✓	✓	✓	✓		✓	✓	✓	✓
BCIA840	✓	✓	✓	✓	✓		✓	✓	✓	✓

## 4.5 Course Descriptions

### 4.5(i) Core Courses

Year 1, Term 1	
Course code and title	Calendar course description
<b>BCIA110</b> <b>Introduction to Public Safety in Canada</b>	This course is an overview of public safety in Canada with an emphasis on the history, function, role, and organization of Canadian public safety mechanisms. The topics are examined and analysed from contemporary public and private sector approaches to public safety. Collaborative approaches to public safety agendas or initiatives that are local, regional, national and international are also discussed against the context of competing priorities.
<b>BCIA120</b> <b>Introduction to Law</b>	This course introduces students to the study of law. Students analyze the history and origins of law, the differences between public and private law, common law, elements of offences, and the classification of offences. They also examine the effect of constitutional law along with the responsibilities and limitations of citizens and police officers in light of the Charter of Rights and Freedoms. They also develop the legal research and analysis skills to locate, interpret and apply statute and case law.
<b>BCIA130</b> <b>Introduction to Criminology</b>	This course introduces students to criminological theories and explanations for criminal and deviant behaviour through sociological, biological and psychological perspectives. The reality of crime in Canada, including victimology, is examined through crime statistics in correlation to criminal behaviour perspectives. The impact of theory on the development and effectiveness of public safety is discussed with an emphasis on future trends. The course also offers an in-depth understanding of criminology as a scientific method of studying crime and criminals.
<b>BCIA140</b> <b>Social Problems in a Diverse Society</b>	This course provides students with an opportunity to examine approaches to crime prevention including those designed to prevent conditions that foster deviance, those directed toward persons or conditions with a high potential to deviance, and those for persons who have already committed crime. Research and information on every aspect related to the social problems of crime and crime prevention is also examined including the physical environment and crime, neighbourhood crime prevention, the mass media and crime prevention, crime displacement and diffusion, prediction, community policing, drugs, schools, and electronic monitoring and home confinement.

Year 1, Term 2	
Course code and title	Calendar course description
<b>BCIA210</b> <b>Ethics and the Justice System</b>	This course introduces students to ethical issues that arise in the criminal justice system. Students examine various theoretical perspectives that explore the social and organizational processes that lead to ethical dilemmas, corruption, systemic discrimination, and other forms of morally questionable behaviour within the criminal justice system. A historical perspective of ethical dilemmas and how ethical theories are directly applied to decision-making within the criminal justice system are discussed.
<b>BCIA220</b> <b>Criminal Law and Procedure</b>	This course introduces students to criminal law and the criminal process from the point of arrest to sentencing. The Canadian Charter of Rights and Freedoms Act and its relevant impact on Canadian criminal procedures are examined. There is a focus on individual rights and the roles of the various actors in the criminal justice system. The connection between criminal procedure and the manner in which the correctional system supports that process is also examined.
<b>BCIA230</b> <b>Investigation and Evidence</b>	This course provides students with the opportunity to develop their investigative knowledge and skills. The investigative process and the rules surrounding the admissibility of evidence that are guided by the Charter of Rights and Freedoms, statute law and case law are covered. Students analyze the investigative process to determine the elements of a good investigation, and examine statute and case law surrounding the rules of evidence and determine how the rules apply to the collection and presentation of evidence in court.

Year 2, Term 3	
Course code and title	Calendar course description
<b>BCIA310</b> <b>Canadian Courts – Evolving Through the Charter</b>	This course examines the Canadian justice system with an emphasis on the post-Charter period and the Supreme Court Judicial Review. Students critically analyze the role of the judiciary within the Canadian context and examine the impact of The Charter on Canadian criminal law. The course provides a perspective of the Supreme Court of Canada's past rulings and their impact on future decisions.
<b>BCIA320</b> <b>Diversity and First Nations People in Canada</b>	This course explores diversity as a discussion about culture, race, sexuality, gender, "morality", ethnicity and religion and its reflection on Canadian law enforcement practices. Students examine the richness and diversity of the aboriginal peoples of Canada, including First Nations, Métis and Inuit, with a special emphasis on aboriginal peoples and the criminal justice system. The overarching goal is to critically assess the legal and bureaucratic constraints that affect these groups situated in an understanding of the historical and evolutionary nature of policing practices that affect them. Students examine traditional systems of justice, incarceration rates amongst each group and other related statistics, the culture and history of policing, substance abuse, and recent initiatives in aboriginal justice and policing across the country.
<b>BCIA330</b> <b>Contemporary Policing</b>	This course introduces policing, its structure, organization, mandate, and goals. Policing is an institution made up of individuals who are sworn to serve and protect the interests of the public. Students explore the nature of police work, various policing models, and police interactions with the judiciary, customs, and corrections system. Canadian policing is compared to U.S. and European models to examine how different philosophies affect Canadian police agencies.
<b>BCIA340</b> <b>Youth and Crime</b>	This course examines the youth justice system in Canada, its response to youth crime, and the resulting impact it has had on society. Society's response to young offenders is analyzed, along with the evolution of youth criminal justice legislation in Canada. Emphasis is placed on examining the use of custody as a corrective measure and its subsequent impact on young offenders. Research on youth crime and the youth justice system within the context of governing laws is analysed, as well as an in-depth look into trends, future approaches and interventions when dealing with youth crime and youth in conflict with the law.

Year 2, Term 4	
Course code and title	Calendar course description
<b>BCIA410</b> <b>Introduction to Crime and Intelligence Analysis</b>	This course enhances students' analytical knowledge by focusing on the role environmental factors play in the performance of crime and underscoring how detailed analyses of these environmental influences are key to effective investigations and the regulation and prevention of crime. Students analyze major elements of environmental criminology and crime analysis and focus on the concepts and ideas that are applied in a variety of tactical, operational and strategic end products relevant to the work of crime and intelligence analysis within public safety.
<b>BCIA420</b> <b>Restorative Justice</b>	This course provides an examination of various models of restorative justice including shaming, apology, forgiveness and mediation. The customary response to crime and the restorative justice reaction to crime and their relevant effects on the individual and communities are examined. The results of the social movement to revolutionize criminal justice within a framework of mainstream thinking on matters of crime and justice are also examined.
<b>BCIA430</b> <b>Criminology: Theories and Typologies</b>	This course focuses on classical and contemporary criminological theories to explain and predict criminal behaviour in society. Students explore the assumptions, policy implications, and validity of criminological theories within a social and criminological context. The course focuses on how crime theories, government criminal justice policies, and Supreme Court of Canada rulings impact and inform the overall response to crime.
<b>BCIA440</b> <b>Organized Crime in Canada</b>	This course examines the current nature and scope of organized crime in Canada by exploring the impact on communities, the strategies used by law enforcement to identify organized crime groups, and how crime analysis is applied in its detection and enforcement. Students examine indicators of organized crime and strategic early warning systems as they are utilized by law enforcement agencies. Examples are used to illustrate the relevant application of strategic early warning theory in the context of organized crime groups.

Year 3, Term 5	
Course code and title	Calendar course description
<b>BCIA510 Tactical Crime Analysis Techniques</b>	This course focuses on the techniques used in the tactical analysis of crime. Criminal activity involves well-defined patterns and the analysis of crime series, spatial behaviour, linkages, geography, and events is critical in prevention, detection and the investigation of crime and disorder. This course examines the patterns of criminal activity and theories of crime to assist with tactical and operational decision-making.
<b>BCIA520 Private Sector Analysis and Public Safety</b>	This course examines private sector investigative skill techniques as well as the distinctive challenges of discrimination that concern investigations. Students explore the responsibilities of private sector investigative professionals in the investigative process, from selection of the investigative strategies and techniques, to creating reports for corporate, legal, and prosecutorial purposes. Students also analyze the investigative process to determine the strategies that are used in particular cases.
<b>BCIA530 Introduction to Crime Mapping</b>	This course provides an introduction to methods of managing, processing, and mapping crime with geographical data within the context of public safety and crime prevention. Emphasis is placed on the nature of geographic data, spatial data modeling and structures, data input and management, and spatial analytical and modeling techniques. The analysts' production of crime maps, their relationship to front line officers, and the impact of the analysis to the decision making for the front line officer are explored.
<b>BCIA540 Statistics for Public Safety</b>	This course focuses on the key theoretical and analytical frameworks in the field of statistics specific to for public safety. Students are introduced to statistical concepts and methods for the collection, presentation, analysis, and interpretation of data. The challenges associated with crime and justice statistics in Canada, with the focus on the application of statistical methods in criminal justice and criminology are covered. Elements of sampling, qualitative and quantitative methods, and simple techniques for the analysis of means, proportion and linear associations are used to illustrate their effectiveness in criminal justice research.

Year 3, Term 6	
Course code and title	Calendar course description
<b>BCIA610</b> <b>Advanced Concepts of Crime Analysis</b>	This course examines strategic and tactical analyses as operational tools by policing agencies worldwide. The use of goals and objectives to direct analysis and strategic tools such as crime prevention, target selection, planning and resource allocation, and the use of goals and objectives are assessed. Students review these strategies and discover how to undertake a strategic assessment throughout the many stages of a project.
<b>BCIA620</b> <b>Applications of Strategic Intelligence</b>	In this course, students explore the application of strategic intelligence for different types and levels of analysis and operational planning. The course explores the ways intelligence is used across a range of disciplines. Students learn to discern between information and intelligence to support meaningful analyses and decision making for a variety of clients and stakeholders.
<b>BCIA630</b> <b>Technology Applications in Crime and Intelligence Analysis</b>	In this course, students examine the strengths, opportunities and limitations associated with the technology within crime and intelligence analysis. Students understand how growth and advances in technology have produced opportunities to enhance the effectiveness and efficiency of analysis, and examine how technology is used to develop analytical end-products.
<b>BCIA640</b> <b>Social Media Analysis</b>	This course introduces students to the concept of open source social media and social networking connectivity analysis. Students examine how open source searching interacts with criminal investigations, crime analysis and the criminal law while learning about its evidentiary nature. Exploration of hate, cyber-terrorism and offensive content are reviewed while solutions created to combat the problem in law enforcement are explored.
<b>BCIA 650</b> <b>Behavioural Science and Forensic Psychology</b>	This course focuses on criminal behavior to better understand criminals to support crime prevention initiatives. It examines the tenets of criminal profiling and outlines various ways in which profiling may be of interest and value to analysis within a public safety environment. Parallels are drawn between the field of criminal profiling and criminal intelligence analysis. Students examine these disciplines and the current theories of criminal and deviant behaviours including genetic, psychological and psychiatric personality disorders.

Year 4, Term 7	
Course code and title	Calendar course description
<b>BCIA710 Professional Communication of Analyses</b>	This course examines how the analyst's work culminates in one or more analytical end-products that summarizes findings for decision makers. Professional communication and the presentation of analyses are critical to the roles and responsibilities of an analyst. Students learn how to present succinct analytical findings in a variety of formats for law enforcement personnel, the public, and evidentiary purposes.
<b>BCIA720 Counter Terrorism</b>	This course provides an introduction to the field of terrorism and counter terrorism studies. Students examine the scope of terrorist threats to Canadian public safety and the methods to mitigate those possible threats. Topics include security problems, terrorism and counter terrorism, the impact on public and private safety, and the professionals who engage in this work.
<b>BCIA730 Management and Leadership in Public Safety</b>	This course focuses on effective management skills and principles that are applied to a variety of public safety management roles. Students examine the complexity associated with operating justice-centred agencies and an emphasis on practice will support discovering relevant applications for management practices.
<b>RSCH4875 Research Methods</b>	This course examines the various components of the research process including the formulation of research questions or a research hypothesis; the review of the literature; qualitative, quantitative and mixed method research designs; research ethics; data collection; analysis of data; and ethical protocol. Students develop the elements of a research proposal based on a problem relevant to the students' professional practice.

Year 4, Term 8	
Course code and title	Calendar course description
<b>RSCH4885 Research Project</b>	Building on the proposal developed in the Research Methods course, students conduct and report on a capstone project while adhering to ethical guidelines. This course provides students with an opportunity to collect and evaluate data and make recommendations and conclusions on the basis of the analysis of the research findings.
<b>BCIA820 Anti-Money Laundering and Counter Terrorist Financing</b>	This course is designed to provide an examination to anti-money laundering and counter terrorist financing functions. The course provides the theoretical background to work as crime and intelligence analysts in the field of anti-money laundering and terrorist financing. Students examine terrorist financing activities and focus on the groups that are involved in such activities in Canada.
<b>BCIA830 Business Intelligence</b>	This course is analyzes the concepts and components of business intelligence and its relevant application across a broad spectrum of professional disciplines associated with public safety. More specifically, students examine the applications and practices for the collection, integration, analysis and presentation of business information to support enhanced decision making within a public safety context.
<b>BCIA 840 Gang Intelligence in Canada</b>	This course explores the scope and nature of criminal gangs in Canada including identifying regional gangs by province and cities and how their criminal proclivities impact Canadian society. The role of tactical and strategic crime analysis are applied, emphasizing the role of the analyst in risk assessment and enforcement strategies employed by law enforcement and Federal agencies to combat gang activity. Additionally, students analyse gang formation, using criminological theories and how these memberships are perpetuated through cultural norms, societal conditions and the economy.

#### 4.5(ii) Non-Core Courses

Course code and title	Calendar course description
<b>ENG106 Writing Strategies</b>	This course focuses on critical thinking and the rhetorical elements of both persuasive and evaluative forms of writing. Students learn to differentiate between shades of fact and opinion, objectivity and bias, and apply the techniques of sound argument for a variety of purposes. The main elements of effective communication, listening and research techniques are also examined. Techniques explored and skills developed in this course are applied throughout the four years of the program.
<b>LSP400 Presentation Skills</b>	This course prepares students to make professional oral presentations to diverse audiences in a variety of settings. The fundamentals of public speaking and speech writing are covered, as well as the production and use of presentational aids. Students are introduced to Microsoft PowerPoint and Adobe Photoshop. They will familiarize themselves with presentation techniques using both PowerPoint and Photoshop's raster based imaging manipulation and other presentation aids.
<b>LSP320 Interpersonal Communication</b>	This course is an introduction to the skills required to consciously and effectively relate to others. Students demonstrate an appropriate level of competence in interpersonal communication skills and self-awareness. This course enables students to explore the impact that one's interpersonal skills and attitude has on their careers. Through self-assessments, skill building exercises and practice, participants will develop a variety of interpersonal skills such as active listening, assertive communications, stress management, negotiating skills, and conflict management.
<b>LSP200 Critical Thinking</b>	This course introduces learners to the basic elements of critical thinking. Topics covered include the following: structure and types of arguments, deduction and induction, degrees of certainty in reasoning, formal and informal fallacies, and proofs of validity. Learners develop their critical thinking skills through in-class and on-line discussion and analysis of business related issues.

### 4.5(iii) Work Integrated Learning

Course code and title	Calendar course description
<b>CPP600</b> <b>Co-op Professional Practice</b>	<p>Co-operative (co-op) education is meant to provide learners with the opportunity to integrate academic learning with relevant work experience. It also provides the opportunity to learn more about themselves and their chosen field of study. The purpose of this work term is to enable the learner to make a smooth transition from the academic setting to a work environment.</p>
<b>CWT650</b> <b>Co-op Work Term</b>	<p>Co-op education is meant to provide students with the opportunity to integrate academic learning with relevant work experience. It also provides the opportunity for students to learn more about themselves and their chosen field of study. The purpose of co-op education is to enable students to make a smooth transition from the academic setting to a work environment.</p> <p>During the co-op work term, the student is employed in an approved co-op work term position in a field related to his/her academic program. Student will set learning objectives and evaluate their progress at the end of the experience. The work-site supervisor will orient, direct, instruct and evaluate the student's performance. The Co-op Coordinator will meet on-site with the student's supervisor and discuss student performance.</p>
<b>CPP700</b> <b>Co-op Integration and Career Planning</b>	<p>The integration of classroom activities with work term experience is vital for the complete and successful learning and understanding of co-op work term experiences. Structured integration and reflective learning with peers provides the opportunity to evaluate work experience into a broader context. Guest speakers from the industry will give students further employment exposure and an opportunity to network.</p>

**4.6(ii) Course Schedule 2****Course Schedule 2 – Honours Bachelor of Crime and Intelligence Analysis**

<b>Year and Term</b>	<b>Course title</b>	<b>Total core course term hours</b>	<b>Total non-core course term hours</b>	<b>Course pre-requisites and co-requisites</b>	<b>Highest qualification earned and discipline of study</b>
<b>YEAR 1</b>					
<b>Term 1</b>	BCIA110: Introduction to Public Safety in Canada	42			PhD, Criminology
	BCIA120: Introduction to Law	42			MPPA, Masters of Public Policy, Administration and Law
	BCIA130: Introduction to Criminology	42			PhD, Sociology
	BCIA140: Social Problems in a Diverse Society	42			PhD, Sociology
	ENG106: Writing Strategies		42		PhD, History
<b>Term 2</b>	BCIA210: Ethics in the Justice System	42		BCIA110	MPPA, Masters of Public Policy, Administration and Law
	BCIA220: Criminal Law and Procedure	42		BCIA120	PhD, Criminology
	BCIA230: Investigation and Evidence	42		BCIA120	PhD, Criminology
	LSOXXX: Liberal Studies Option		42		
	LSP400: Presentation Skills		42		PhD, Sociology

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	Course title	Total core course term hours	Total non-core course term hours	Course pre-requisites and co-requisites	Highest qualification earned and discipline of study
YEAR 2					
Term 3	BCIA310: Canadian Courts – Evolving Through the Charter	42		BCIA220	MPPA, Masters of Public Policy, Administration and Law
	BCIA320: Diversity and First Nations People in Canada	42		BCIA140	MSc. Criminal Justice Administration
	BCIA330: Contemporary Policing	42		BCIA230	MPPA, Masters of Public Policy, Administration and Law
	BCIA340: Youth and Crime	42		BCIA140	MPPA, Masters of Public Policy, Administration and Law
	LSP320: Interpersonal Communication		42		PhD, History
Term 4	BCIA410: Introduction to Crime & Intelligence Analysis	42		BCIA330	PhD, Criminology
	BCIA420: Restorative Justice	42		BCIA320	MPPA, Masters of Public Policy, Administration and Law
	BCIA430: Criminology: Theories and Typologies	42		BCIA130	PhD, Criminology
	BCIA440: Organized Crime in Canada	42		BCIA330	
	LSOXXX: Liberal Studies Option		42		

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Year and term	Course title	Total core course term hours	Total non-core course term hours	Course pre-requisites and co-requisites	Highest qualification earned and discipline of study
<b>YEAR 3</b>					
<b>Term 5</b>	BCIA510: Tactical Crime Analysis Techniques	42		BCIA410	Honours BA
	BCIA520: Private Sector Analysis and Public Safety	42			MSc., Criminal Justice Administration
	BCIA530: Introduction to Crime Mapping	42			PhD, Educational Technology, Knowledge Management
	BCIA540: Statistics for Public Safety	56			PhD, Educational Technology, Knowledge Management
	LSP200: Critical Thinking		42		PhD, Counseling Psychology
<b>Term 6</b>	BCIA610: Advanced Concepts of Crime Analysis	42		BCIA510	PhD, Criminology
	BCIA620: Applications of Strategic Intelligence	42		BCIA410	
	BCIA630: Technology Applications in Crime & Intelligence Analysis	42		BCIA530	PhD, Educational Technology, Knowledge Management
	BCIA640: Social Media Analysis	42		BCIA530	PhD, Educational Technology, Knowledge Management
	BCIA650: Behavioural Science and Forensic Psychology	42			PhD, Psychology
	CPP600: Co-op Professional Practice			Not applicable	

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Year and term	Course title	Total core course term hours	Total non-core course term hours	Course pre-requisites and co-requisites	Highest qualification earned and discipline of study
<b>Between Term 6 and 7</b>					
	CWT650: Co-op Work Term			CPP600	
<b>YEAR 4</b>					
	BCIA710: Professional Communication of Analyses	42		BCIA230	
	BCIA720: Counter Terrorism	42		BCIA440	PhD, Criminology
<b>Term 7</b>	BCIA730: Management & Leadership in Public Safety	42			MPPA, Masters of Public Policy, Administration and Law
	RSCH4875: Research Methods	42		BCIA540	PhD, Psychology
	LSOXXX: Liberal Studies Option		42		
	CPP700: Co-op Integration & Career Planning			CWT650	

Section 4: Program Content

Year and term	Course title	Total core course term hours	Total non-core course term hours	Course pre-requisites and co-requisites	Highest qualification earned and discipline of study
<b>YEAR 4</b>					
<b>Term 8</b>	RSCH4885: Research Project	42		RSCH4875	PhD, Psychology
	BCIA820: Anti-Money Laundering & Counter Terrorist Financing	42		BCIA720	MSc., Criminal Justice Administration
	BCIA830: Business Intelligence	42			PhD, Educational Technology, Knowledge Management
	BCIA840: Gang Intelligence in Canada	42		BCIA440	Honours BA
	LSOXXX: Liberal Studies Option		42		
<b>Subtotal of Course Hours</b>		1358	336		
<b>Total Program Hours</b>		1694			
<b>Percentage of Core to Non-core</b>		80%	20%		

## 4.7 Work-integrated Learning Experience

### Program Structure Requirements

Year	Semester		
	Fall	Winter	Spring
One	On Campus Studies	On Campus Studies	Vacation
Two	On Campus Studies	On Campus Studies	Vacation
Three	On Campus Studies	On Campus Studies	Full-time Co-op Experience*
Four	On Campus Studies	On Campus Studies	<b>GRADUATION</b>

\*Co-op experience = 14 weeks of full-time equivalent work (minimum 420 hours)

### Co-operative Education Requirements

Seneca's work-integrated learning experiences are supported through the Co-operative (co-op) Education department. A co-op experience provides productive and career-related work experiences that allow students to apply what they have learned over the course of their academic studies in a hands-on environment. It combines preparatory classroom-based education with a term-long work experience and gives a student credit for structured job experience. In today's marketplace, Co-operative Education is important in helping students make the school-to-work transition successfully with a chance to:

- Obtain valuable work experience while still in school,
- Experience career exploration and build network connections,
- Develop job search skills, and
- Acquire important references for the future.

The Co-operative Education program at Seneca has three major components: a course before and after the work term experience and a work term. Students are required to participate in the three components to complete the Co-op experience for graduation from the proposed degree program. The following provides additional detail about each of the three components:

#### 1) CPP600 – Co-op Professional Practice.

This course focuses on preparing students for their work-integrated learning experience.

Key topics addressed in this course include:

- Career goals and employment-related skills
- Labour market research

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- Resume and cover letter writing
- Job search techniques
- Interviewing

Additional topics include workplace safety, networking, professionalism, transitioning from school to work, and social media skills.

#### 2) CWT650 - Work-Integrated Learning Experience (Co-op Work Term).

A work-integrated learning experience is provided through a 14 week full-time equivalent work experience in a field related to the student's specific academic program. Students receive feedback during their work term experience from multiple sources throughout the work term.

#### 3) CPP700 – Co-op Integration and Career Planning.

After completing the work-integrated learning experience, students are provided with an opportunity to reflect on their work experience in this course. Students will prepare a presentation about their work experiences which they will share with their Co-op Coordinator and peers.

Students may apply for Prior Learning Assessment (PLA) of Co-op Professional Practice (CPP600) and Co-operative Education Work Experience (CWT650). See "Policies" section of the submission for the College's policies and procedures.

### **Outcomes and Evaluation of Work-integrated Learning**

Upon successful completion of the work-integrated learning experience (co-op work term) the student will be able to:

- Apply crime prevention theories to public safety workplace practices.
- Apply time management skills to meet assigned deadlines.
- Maintain a log journal to record progress on work term learning contract.
- Demonstrate effective interpersonal and team building skills.
- Conduct demonstrations and presentations as required by management.
- Conduct an informational interview with a professional in the field.
- Appraise the structure of the organization and its established practices.
- Demonstrate fulfillment of additional requirements identified in collaboration with the employer.

## **How work experience puts into practice the program outcomes**

The purpose of the work-integrated learning experience is to provide the student with the opportunity to integrate relevant field experience with their academic curriculum in the HBCIA program. The student's work term will be a partnership between the student, the agency and Seneca. Students will practice the necessary knowledge and skills required as well as gain an understanding of the role, demands and rewards of the profession.

The full-time work term experience is a valuable and central component of the HBCIA program. The work experience gained will allow students to put into practice their skills and translate theoretical perspectives from the classroom into the actual field setting. Students will have the chance to develop an understanding of real-world expectations of employment positions, thereby honing their professionalism and interpersonal skills.

### **Method of evaluating student during placement**

The three aspects of the work-integrated learning experience are evaluated as Satisfactory or Unsatisfactory. The evaluation is, therefore, not included in the calculation of the student's Grade Point Average (GPA). The three components of the work-integrated learning experience are considered requirements for graduation, although they are not categorized as either core or non-core courses. In all cases, the evaluation of the work-integrated learning experience is discussed with, and ultimately decided on by, the academic faculty (including Program Coordinator and Chair).

For the pre- and post-courses (CPP600 and CPP700, respectively) delivered by the Co-op Education department, evaluation of the learning outcomes and satisfactory course completion is completed by the program Co-op Coordinator, whose role includes facilitating these courses.

The full-time work term experience (or equivalent) assessment is completed with information from three sources: Co-op Coordinator, supervising (workplace) Manager and student. Co-op Coordinators perform a midterm site-visit to assess the relationships between the employee/employer, workload, working conditions, and to provide/receive feedback and support. Upon completion of the work term, the supervising Manager is asked to complete an evaluation form. Also, students complete an end-of-term self-assessment. Based on these three evaluations, the Co-op Coordinator provides a recommendation to be discussed with academic faculty, at the end-of-term promotion committee meetings regarding whether the student has successfully met the learning outcomes.

### **Summary of Anticipated Co-op Work Terms**

Students in the proposed program could earn credit for the work-integrated learning experience in areas such as: police services (RCMP, OPP, municipal police services, military police); government (Canada Border Services Agency (CBSA), Public Safety Canada, Canadian Security and Intelligence Service (CSIS), Transport Canada); and, private sector (banking, insurance, multi-national corporations).

The College has existing relationships with the following employers:

- Canadian Association of Security and Intelligence Studies (CASIS)
- Canadian Council of Security Professionals
- International Association of Law Enforcement Intelligence Analysts (IALEIA).
- York Regional Police (YRP)

- Royal Bank of Canada (RBC)
- IBM Corporation

The co-op business development team will work closely with the School of Public Safety to identify potential future opportunities into new areas of employment in areas related to crime and intelligence analysis.

### **Rationale for Unpaid Work Experience**

Due to the fiscal realities of the current economy, there will be paid and unpaid work term positions. It is common for paid work term positions to be offered in the private sector.

### **Support for Co-op Students**

The Co-op department has 25 staff members, including co-op coordinators, office support, and business developers, across all campuses to assist and support students. The department develops long term relationships with employers to provide relevant co-op opportunities for students. Students are provided with a wide range of supports to help them achieve success in addition to personal direction from a Co-op coordinator. Co-op Coordinators are career professionals with industry connections who work closely with students to ensure a high degree of support and mentorship throughout the co-op process. They facilitate *Co-op Professional Practice* and *Co-op Integration and Career Planning*, visit with students and employers during the term, resource and secure potential employers and potential program-specific opportunities, and provide career strategies and techniques. The Coordinators also often act as a skilled and knowledgeable mediator in workplace misunderstandings and can advocate on behalf of the student if needed.

In addition, the Seneca Co-op department has a business development team that plays a key role in supporting the development of new co-op opportunities. Our Business Developers actively engage employers through various activities such as creating and delivering outreach initiatives, maximizing social media, connecting with associations/organizations, attending industry specific trade shows/events and calling employers directly.

## **4.8 Frameworks: Course Outline and Delivery**

### **4.8(i) Overview of Seneca's Course Outline Framework**

In accordance with Seneca's Academic Policy, the College's course outlines incorporate three components: the college-common, the school-specific, and the addendum. The college-common course outline is aligned to the calendar description and contains elements that are only modifiable following consultation with the Chair, Dean, and the Program Quality Unit. The common elements are specific to the course code and title, course description, vocational learning outcomes, Essential Employability Skills (EES), and policy related to academic integrity, accommodation, and discrimination and harassment.

The school-specific area of the course outline contains elements that are particular to the delivery of the course at the departmental/program level. Content found within the school-specific area must continue to meet the course description and the learning outcomes. This level of specificity addresses current and emerging trends by enabling some modification of the topic outline; the mode of instruction; the prescribed text(s), reference material(s) and supplies; and the detailed evaluation framework.

The addendum communicates to students the faculty-specific elements to support their success in the course. This may include the grading policy, attendance, participation or late submission guidelines, due dates and deadlines, and a detailed course schedule.

In alignment with Seneca's course outline policy, the course outlines in this proposal, and more particularly the school-specific elements for these common courses, reflect the discipline of crime and intelligence analysis.

## **4.8(ii) Glossary of Instructional Strategies**

### **Case Study**

This is an instructional strategy that provides students with detailed information about a real-life situation and relies on students to participate in discussions. Students analyze the presented situation, decide what has been done correctly, and what mistakes might have been made in terms of principles and accepted practices within their field of specialization. Group discussions enable them to explain, justify and defend their own analysis of the case situation. It is important to structure multi-logical case studies (messy, real-world scenarios with information missing and extraneous information) to encourage higher-order problem solving.

### **Collaborative Teaching**

This is an instructional strategy that encourages faculty from several Schools to collaborate to teach courses in several areas and disciplines. This approach supports the development of integrative thinking, encouraging students to make connections between disciplines while fostering a climate of fluid learning communities.<sup>20</sup>

### **Community Engagement**

This is an instructional strategy that facilitates integrative learning, Seneca requires that students engage with individuals and/or groups in the community as part of their course work in order to learn about real-world challenges from a variety of perspectives, make connections between theoretical knowledge and practical application, and promote problem solving and critical thinking.

### **Cooperative Learning**

This is an instructional strategy that integrates group activity with the overall learning process. Activities are designed to promote both learning and social skills development through the incorporation of three concepts: (a) group rewards, (b) individual accountability, and (c) equal opportunity for success. Cooperative learning is specifically effective when used as a supplement for review, practice, remediation or enrichment.

### **Guided Design (Problem-Based Learning/Problem Solving)**

This is an instructional strategy that applies problem-based learning and focuses on developing the students' decision-making skills through solving open-ended problems that require extensive information gathering outside the traditional classroom. This method assists students in thinking logically, communicating ideas and applying specific steps in a decision-making process. The instructor acts as a consultant while the students apply the subject matter learned, exchange ideas and reflect on solutions developed within their groups.

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<sup>20</sup> Shultz, N. Learning Communities as a First Step in an Integrative Learning Curriculum, About Campus, October, 2013.

### **Interactive Media-Rich Lectures**

This is an instructional strategy that utilizes one or more media forms (audio, video and live computer demonstrations) to bring classroom topics to life. Students are engaged in the lecture and their input are used to develop examples.

### **Panel Discussions**

This is an instructional strategy to support students' listening and assessment skills. This strategy incorporates three to six qualified persons who present information or their views on a specific topic to the participants in the form of a panel. Alternatively, students may research a topic and comprise the panel themselves to present their findings. They participate in either format through prior research on the topic by asking questions following the presentations.

### **Role-Playing**

This is an instructional strategy that utilizes spontaneous dramatization of real-life situations to promote problem solving and understanding of individual positions/attitudes. When the role-play ends, the group discusses the feelings expressed, actions observed and the implications for continual development.

### **Simulations**

This is an instructional strategy that requires students or teams to solve complex problems which are presented as an abstraction of a real-life situation. Students perform manipulations, make responses and take actions to correct deficiencies. At the conclusion of the simulation, the instructor and students debrief, discuss, and evaluate the observation, emotional responses, behaviours and actions as a result of the activity.

### **Socratic Teaching**

This is an instructional strategy used to foster critical thinking. Faculty focus on giving students thought-provoking questions to engage inquiry and analysis. Socratic inquiry may include a variety of dimensions: questioning goals and objectives, evaluating the nature of the problem, assessing whether or not there is enough relevant information, considering alternative interpretations, analyzing concepts/ideas, questioning assumptions, and discerning the implications and consequences of various views.

**4.8(iii) Identification of Previously Assessed Core Courses**

Course Title	Consent Program	Consent granted (year)
Research Methods	Honours Bachelor of Community Mental Health	2016
Research Project	Honours Bachelor of Community Mental Health	2016

#### 4.8(iv) Identification of Previously Assessed Non-Core Courses

Course Title	Consent Program	Consent granted (year)
Writing Strategies	Renewal of Honours Bachelor of Commerce - Financial Services Management	2014
Presentation Skills	Renewal of Honours Bachelor of Commerce - Financial Services Management	2014
Interpersonal Communication	Honours Bachelor of Child Development	2008
Critical Thinking	B.A.T. – Software Development	2003

#### **4.9 Bridging Course Descriptions**

Not applicable.

#### **4.10 Bridging Course Outlines**

Not applicable.

#### 4.11 Gap Analysis

Seneca anticipates interest by graduates in similar fields for the proposed degree program. An analysis was conducted to determine the transfer opportunity and appropriateness for students into this cross-disciplinary degree program and found one high-affinity program, a diploma in Police Foundations. The result of this gap analysis determines the point at which a graduate from this program could transfer into the proposed degree program.

Graduates of the 2-year diploma in Police Foundations (Ministry funding code 53008: August, 2010) must reliably demonstrate the ability to:

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

*Note: the learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing or weighting of significance.*

The content of the introductory courses in the HBCIA program cover similar topics to those found in the Police Foundations diploma program. The difference is that the content of the proposed degree program meets the standards of the Ontario Qualification Framework (OQF) for an honours baccalaureate program. Graduates of the diploma in Police Foundations will enter directly into term four of this proposed degree program. Graduates entering the HBCIA program in 2017 or earlier may be required to complete the course Youth and Crime (BCIA340) as well as the course in Diversity and First Nations People in Canada (BCIA320).

Table 4.11(i) summarizes the results of a gap analysis of the learning outcomes of the HBCIA program against the vocational outcomes of the Police Foundations diploma program. The analysis determines a suitable block credit transfer arrangement for graduates of the diploma program (see 4.11(ii)).

**4.11(i) Pathway from Police Foundations**

HBCIA Program Learning Outcomes	Police Foundations Program Learning Outcomes	Degree-level expectations Knowledge or skill
1. Discuss the ways in which crime and intelligence analysis principles influence tactical and strategic decision making to support public safety.	No matching outcome.	Addressed in terms 4 to 6.
2. Articulate the ways in which information and/or intelligence may be exchanged to encourage coordination between public safety and law enforcement agencies.	6. Work co-operatively in multidisciplinary teams to achieve mutual goals. 8. Monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements. 11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.	Diploma graduates have a fundamental understanding of the significance of information gathering, documentation, and mediating relationships between members.  The degree will provide the broader perspective and knowledge of public safety agency coordination and exchange.
3. Choose appropriate intelligence collection, processing, and dissemination mechanisms to support public safety operations at strategic, tactical, and operational levels.	2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.	Diploma graduates have analytical skills and are able to ascertain the appropriate data collection techniques for defensible decisions.  The degree will deepen their knowledge of the tools and techniques specific to intelligence, and digital, social media, and technology-based applications.

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HBCIA Program Learning Outcomes	Police Foundations Program Learning Outcomes	Degree-level expectations Knowledge or skill
4. Analyze crime and intelligence data using a variety of tools/ methodologies to support law enforcement institutions in their preventive, detective, and administrative functions.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.  11. Conduct investigations by collecting, documenting, preserving and presenting admissible evidence.	Diploma graduates are equipped with knowledge of the functions of law enforcement institutions.  The degree will deepen the knowledge of the application of the analytical tools, techniques, and methodologies in years 3 and 4.
5. Apply analytical techniques and criminological theories to discover and interpret temporal and spatial crime patterns.	No matching outcome.	The degree will prepare students in the analytical techniques in years 3 and 4 and the substantive content in criminological theory begins in term 4.
6. Recommend appropriate policing models to control complex criminal and/or non-criminal situations.	7. Collaborate in the development and implementation of community policing strategies.  9. Mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.	Diploma graduates are adequately prepared in the foundational knowledge to support recommendations addressing policing models.  The degree will provide a depth of understanding and knowledge of the distinction between public and private order crimes, the jurisdictional challenges of implementation, and the complexity of organizational structures of crime organizations.
7. Use current theory and research to make and support recommendations for crime reduction.	No matching outcome.	Assessing, conducting, and gathering data to support research initiatives is addressed in years 3 and 4.

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HBCIA Program Learning Outcomes	Police Foundations Program Learning Outcomes	Degree-level expectations Knowledge or skill
8. Design crime reduction strategies to support public safety.	7. Collaborate in the development and implementation of community policing strategies.	<p>Diploma graduates have substantive knowledge in collaborative models and the specific aspect of policing strategies that contribute to crime reduction strategies.</p> <p>The degree will provide students with the opportunity to situate this knowledge in the broader context of crime reduction strategies and to participate in the development of evidence-based research and analysis to support those initiatives.</p>
9. Create intelligence and crime analysis reports, documents/products to disseminate data and inform decision making at operational, tactical, and strategic levels.	No matching outcome.	Addressed in years 3 and 4.
10. Model ethical and professional standards in order to comply with legal and regulatory requirements, and industry expectations.	1. Complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines. 3. Be accountable for one's actions when carrying out all tasks. 4. Develop and implement ongoing effective strategies for personal and professional development. 5. Ensure the respect of human rights and freedoms in all interactions. 6. Work co-operatively in multidisciplinary teams to achieve mutual goals. 10. Take positive actions to help crime victims.	<p>Diploma graduates are prepared to model and adhere to ethical and professional standards.</p> <p>The degree will broaden these ethical frameworks for industry specific expectations for these professionals.</p>

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<b>HBCIA Program Learning Outcomes</b>	<b>Police Foundations Program Learning Outcomes</b>	<b>Degree-level expectations Knowledge or skill</b>
11. Analyze organizational and operational mandates of public safety and law enforcement agencies to inform crime and intelligence gathering and propose public safety practices and solutions.	2. Analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards. 7. Collaborate in the development and implementation of community policing strategies.	Diploma graduates are prepared with the knowledge and understanding of operational mandates for information gathering.  The degree will strengthen the knowledge and application skills to design evidence-based practices and solutions for public safety practitioners.

#### **4.11(ii) Summary**

The gap analysis provides evidence that graduates from the Police Foundations diploma programs transferring to the Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program with a minimum GPA of 3.0 have knowledge in various functional areas of policing and law enforcement. The gap for the graduates in the diploma program is in the knowledge of research methods and analytical tools to gather data and convert to intelligence, the analytical skills required to evaluate data with the expected depth of criticism and rigour of degree-level education, and the depth and breadth of knowledge in the field of public safety and intelligence.

This gap is remediated by requiring graduates of the diploma program to complete an additional five terms of degree-level study, with an emphasis on courses in analytical techniques and their application in different areas of crime, research, and breadth. Gaps in depth and breadth of study will be addressed in the completion of senior-level courses in the final two years of the degree program in combination with experiential learning opportunities, engagement in scholarship, and assessments that meet the expectation of degree-level analysis.

Graduates of the Police Foundations diploma program will receive credit for 15 courses in a block transfer (see 4.11(iii) for a schematic of the block transfer and entry point). Many of the Ontario Colleges of Applied Arts and Technology offering Police Foundations diploma programs have recently signed an agreement with ONCAT for student mobility. This agreement acknowledges course equivalencies and enhances transferability for students. Seneca will embrace this agreement and promote this pathway as an option leading to completion of an honours degree in crime and intelligence analysis.

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**4.11(iii) Identification of Transfer Credit**

**Granted to Graduates of the Police Foundations Diploma**

Term 1	Term 3	Term 3	Term 4	Term 5	Term 6	Co-op	Term 7	Term 8
BCIA110: Introduction to Public Safety in Canada (3 hours)	BCIA210: Ethics and the Justice System (3 hours)	BCIA310: Canadian Courts – Evolving Through the Charter (3 hours)	BCIA410: Introduction to Crime and Intelligence Analysis (3 hours)	BCIA510: Tactical Crime Analysis Techniques (3 hours)	BCIA610: Advanced Concepts of Crime Analysis (3 hours)	CWT650: Work term	BCIA710: Professional Communication of Analyses (3 hours)	RSCH4885: Research Project (3 hours)
BCIA120: Introduction to Law (3 hours)	BCIA220: Criminal Law and Procedure (3 hours)	BCIA320: Diversity and First Nations People in Canada (3 hours)	BCIA420: Restorative Justice (3 hours)	BCIA520: Private Sector Analysis and Public Safety (3 hours)	BCIA620: Applications of Strategic Intelligence (3 hours)		BCIA720: Counter Terrorism (3 hours)	BCIA820: Anti-Money Laundering and Counter Terrorist Financing (3 hours)
BCIA130: Introduction to Criminology (3 hours)	BCIA230: Investigation and Evidence (3 hours)	BCIA330: Contemporary Policing (3 hours)	BCIA430: Criminology: Theories and Typologies (3 hours)	BCIA530: Introduction to Crime Mapping (3 hours)	BCIA630: Technology Applications in Crime and Intelligence Analysis (3 hours)		BCIA730: Management and Leadership in Public Safety (3 hours)	BCIA830: Business Intelligence (3 hours)
BCIA140: Social Problems in a Diverse Society (3 hours)	LSOXXX: Liberal Studies Option (3 hours)	BCIA340: Youth and Crime (3 hours)	BCIA440: Organized Crime in Canada (3 hours)	BCIA540: Statistics for Public Safety (4 hours)	BCIA640: Social Media Analysis (3 hours)		RSCH4875: Research Methods (3 hours)	BCIA840: Gang Intelligence in Canada (3 hours)
ENG106: Writing Strategies (3 hours)	LSP400: Presentation Skills (3 hours)	LSP320: Interpersonal Communication (3 hours)	LSOXXX: Liberal Studies Option (3 hours)	LSP200: Critical Thinking (3 hours)	BCIA650: Behavioural Science and Forensic Psychology		LSOXXX: Liberal Studies Option (3 hours)	LSOXXX: Liberal Studies Option (3 hours)
						CPP600: Co-op Professional Practice (2 hours)	CPP700: Co-op Integration and Career Planning (1 hour)	

Block Transfer	Required to Complete	Work-Integrated Learning
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# **Seneca**

## **Section 5: Program Delivery**

## **Section 5: Program Delivery**

The following section includes:

- 5.1 Introduction
- 5.2 Quality Assurance of Delivery
  - (i) Quality Assurance Measures and Outcomes
- 5.3 Support for Teaching and Learning and Faculty Development
- 5.4 Student Feedback
- 5.5 Online Delivery

## 5.1 Introduction

The Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program is designed to achieve the proposed learning outcomes at the degree level and meet the benchmarks of that standard. The proposed degree places strong emphasis on the application of analytical theory as it relates to supporting complex public safety environments. In the delivery of the program, students have numerous opportunities to apply their learning to increasingly complex situations. Course delivery includes professor-led discussions, student-driven study, guest speakers, lab work, field trips, simulations, and activity-based learning. Case laws, statutes, and legislative acts build a solid foundation in this degree program. Courses are taught by faculty who bring the workplace diversity, currency, and richness into classes through partnerships and years of industry experience.

All courses are one term in length, fourteen (14) weeks, with classes that are typically three (3) hours per week. The proposed program will adapt well to this timeframe to provide a suitable amount of time for students to learn and apply course material, and to demonstrate competence with the completion of a capstone research project. The program is also supported by a work-integrated learning experience (co-op) which is designed to integrate related practical experience with academic studies. There are three components to co-op: a pre-work course, full-time co-op work term experience, and post-work course.

## 5.2 Quality Assurance of Delivery

Seneca conducts sustained, evidence-based and participatory inquiry to ensure that courses and programs (whether delivered using traditional, web facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes.

Curriculum design and delivery are assessed throughout the program life cycle, with more in-depth analysis taking place during:

- a) The program proposal process (prior to approval);
- b) Formative reviews (every second year); and
- c) Summative reviews (every five to seven years).

A number of college committees and councils are involved in program approvals and quality assurance measures. The table below outlines the various committees and their role in ensuring quality measures and outcomes are met.

### 5.2(i) Quality Assurance Measures and Outcomes

Institutional & Program Committees		
Quality Measure	Participants/Purpose/Outcomes	Frequency
Program Advisory Committee (PAC)	Industry and external professionals in the specific field, selected to advise the college regarding industry trends, desired program changes to maintain currency, graduate skills and knowledge required in the industry, and employment opportunities.	Typically twice per year
Academic Planning and Student Affairs (APSA)	Sub-committee of the Board of Governors, responsible for discussion and recommendations to ensure the academic health of the College and the quality of the programs and services it offers. Degree activity and highlights are reported to APSA and the Board.	5-7 meetings per year
Academic Council	A council of representative faculty, chairs and deans to review and recommend changes to academic policy. Revisions to academic degree policies are endorsed by Academic Council for approval by the Vice-President Academic. Advisory to the Office of the President.	8-9 meetings per year
Degree Council	Standing committee of Academic Council responsible for creation, review and recommendations for degree related academic policies, to share best practices, and marketing of degrees.	4-5 meetings per year
Promotion Committee	Program faculty and chair meetings held to review individual student achievement and proficiency in meeting the learning outcomes.	Every term

Program-Specific Review		
Quality Measure	Participants/Purpose/Outcomes	Frequency
Formative program review	Chair provides a high-level review of program metrics including: applications, enrolment, retention, co-op placement rates, KPI surveys, and course assessment surveys.	Biennial
Summative program review	The program review team conducts an in-depth analysis of cumulative quantitative and qualitative data aligned with the formative review process, including: Program Context, Infrastructure, and Curriculum and Effectiveness to inform recommendations for program changes. A Recommended Action Plan is presented by the Chair and Dean to the Vice-President, Academic.	Every 5-7 years
External program evaluation committee (EPEC) site visit	External team of academic peers reviews Self-Study/Summative Review and conducts a site visit where they meet with faculty members, students, employers, and administrators to gather information with the purpose of assessing the program.	Every 5-7 years – aligned with summative program review and consent renewal cycle
PEQAB site visit	A Quality Assessment Panel, selected by PEQAB, reviews Degree Consent materials and meets with faculty members, students, employers, and administrators to assess program alignment with Board standards.	Every 5-7 years as required for consent

Contained in the “Policies” section of this submission is Seneca’s policy on Academic Program Development and Academic Program Review Policies. It describes Seneca’s commitment to regular academic program review and the capacity to provide college-wide infrastructure and student support services such as libraries, learning centres, computer labs, appropriately equipped classrooms, student services, and student work spaces.

### **5.3 Support for Teaching and Learning and Faculty Development**

The Centre for Academic Quality (CAQ) was formed in December 2010. The mandate of the Centre is to provide vision, leadership, and support to further the College's academic quality and innovation mission. The CAQ provides support for program development, program review, instructional design, innovative teaching and learning strategies, e-learning, and faculty support in educational technologies.

The Centre's goals are to provide faculty and academic leaders with support to develop expertise in exemplary teaching practices and program quality. The Centre provides opportunities for exploration, collaboration and innovation in teaching strategies, and to support and celebrate excellence in teaching. The CAQ team supports excellence in teaching and learning in collaboration with the Office of Leadership and Employee Development (LED), the Office of Institutional Research (OIR), and Information Technology Services (ITS).

Under the leadership of the Vice-President, Academic, the CAQ is comprised of the following units: Program Quality and Teaching and Learning.

- Teaching and Learning offers access to expertise in innovative teaching practices, course design, new learning technologies and multiple ways of assessing learning to support enriched student learning and faculty teaching experience at Seneca. They champion a cross-disciplinary and experiential approach to learning. Working in partnership with academic programs, they offer a wide range of professional development activities, resources, and services to facilitate the achievement of the goals of Seneca's Academic Plan. To that end, various workshops are organized and delivered on all aspects of course design, alignment of learning outcomes with assessments, and teaching strategies that enrich student engagement. In conjunction with a number of other departments across the college, Teaching and Learning organizes and sponsors professional development days designed to help faculty acquire and share expertise in teaching and learning.
- Program Quality supports a culture of continuous improvement and evidence-based reflection and decision-making by facilitating new program development and modifications, and the regular and systematic review of all full-time academic programs across Seneca College. The Program Quality team is a supportive resource for faculty, staff, and senior administrators in the areas of curriculum design, learning outcomes, gap analysis, degree consent and renewal, and new program development for credentials ranging from certificates to honours baccalaureate degrees.

CAQ staff include full-time and seconded faculty, administrators and co-op students.

#### **5.4 Student Feedback**

Student feedback is collected through an online survey that is distributed during the Fall and Winter terms for all classes.

See the “Policies” section of the submission for the College’s policies on student feedback.

#### **5.5 Online Delivery**

Drawing on the predominance of technology and social media, students will be actively engaged in relevant and rigorous real-world experiences that test and hone their skills.<sup>21</sup> All Seneca courses are encouraged to have an online presence through the Learning Management System (LMS). The creation of an academic community among students, and students and faculty, is achieved through synchronous and asynchronous discussion tools that promote enhanced discussion. The LMS provides tools that allow for the sub-groupings of learners to have their own online space for small group learning activities and group project collaboration. The collaboration tools used for live chat help to build community and extend learning. Synchronous conferencing provides access for a wide range of learners to interact and build an engaged community. Electronic mail provides a means for enhanced and timely feedback. Course Management Systems localize and organize course material creating a virtual learning environment. Learners are able to share ideas through listservs, newsgroups, e-mail and document exchange platforms.

The College’s plans, policies, and practices pertaining to technology and computer- and web-based learning demonstrate how the benchmarks listed in the Handbook for Ontario Colleges (2015) will be met, including safeguards to protect the student’s identity and the integrity of the student’s work (see the “Policies” section of this submission). For example, all Seneca College online degree courses must include at least 30% proctored evaluation. Academic Information Technology Policies are in place to protect students in both classroom- and web-based courses and include safeguards for protection of students’ confidentiality and privacy. Personal data is destroyed securely when no longer needed and students’ identification for coursework and examinations is verified.

A selection of courses in the proposed program will be offered in hybrid or fully online to provide flexible options for students, including part-time delivery for students currently working and interested in pursuing continuing education opportunities. Hybrid mode combines synchronous, face-to-face instruction with asynchronous, online instruction. Hybrid courses enable instructors to implement more active-learning tasks and incorporate rich, online resources. For example, students work together online to develop case solutions and to improve their interpersonal, communication, and professional skills. Seneca embraces multiple learning modalities, of which hybrid learning is one. Seneca has an active hybrid teaching and learning community that is supported by offering ongoing professional development and a hybrid guide titled: Designing a Hybrid Course, Workbook<sup>22</sup> to help professors design, develop, and teach hybrid curricula.

See “Policies” section of the submission for the College’s policies on online delivery.

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<sup>21</sup> Academic Plan. (2012-2017). ON: Seneca College. Retrieved 15 December 2015 at <http://www.senecacollege.ca/about/reports/academic-plan/academic-plan-2012-17.pdf>

<sup>22</sup> See Hybrid Teaching at <http://open2.senecac.on.ca/sites/teaching/hybrid/> to access the workbook.

# **Seneca**

## **Section 6: Capacity to Delivery**

## **Section 6: Capacity to Deliver**

The following section includes:

- 6.1 Introduction
- 6.2 Learning and Physical Resources
- 6.3 Resource Renewal and Upgrading
  - (i) Library
  - (ii) Seneca IT Plan
  - (iii) Campus Expansion
- 6.4 Support Services
- 6.5 Faculty
  - (i) Four-Year Enrolment Projections and Staffing Implications
  - (ii) Enrolment Plan
- 6.6 Curriculum Vitae Release
- 6.7 Curriculum Vitae of Faculty Assigned to the Degree Program
  - (i) Faculty Assigned to Deliver the Core Courses and Other Core-Related Requirements
  - (ii) Faculty Assigned to Deliver the Non- Core Courses and Any Other Breadth-Related Requirements

## 6.1 Introduction

Seneca is committed to delivering existing and future programs such as the HBCIA program by providing student-focused teaching and learning services that meet the needs of the Seneca community and physical resources to deliver the program. Seneca continuously aims to contribute to the Canadian society by being a transformational leader in providing students with career-related education and training. The capacity to deliver the curriculum is matched by the faculty who possess the appropriate credentials and Seneca's commitment to training and professional development opportunities for both faculty and staff.

Seneca's strategic direction is defined by the following priorities:

- Commitment to teaching excellence;<sup>23</sup>
- Leadership in student mobility within the post-secondary system;<sup>24</sup> and
- Support for industry-driven applied research.<sup>25</sup>

Seneca has been building its capacity to deliver degrees over the last decade. Seneca has approval to offer 14 honours baccalaureate degrees and there are currently an additional three programs under consent review. Systems, policies, and procedures are in place for the ongoing development, delivery, and review of the following 14 honours baccalaureate degrees:

- Honours Bachelor of Aviation Technology
- Honours Bachelor of Behavioural Psychology
- Honours Bachelor of Child Development
- Honours Bachelor of Community Mental Health
- Honours Bachelor of Commerce - Business Management
- Honours Bachelor of Commerce - Financial Services Management
- Honours Bachelor of Commerce - Human Resources Strategy and Technology
- Honours Bachelor of Commerce - International Accounting and Finance
- Honours Bachelor of Commerce - International Business Management
- Honours Bachelor of Interdisciplinary Studies
- Honours Bachelor of Technology (Informatics and Security)
- Honours Bachelor of Technology (Software Development)
- Honours Bachelor of Therapeutic Recreation
- Nursing - (Collaborative BScN Degree Program with York University/Seneca College)

With approximately 2,500 students registered in Seneca honours degree programs and with an over 90% placement of students in vocationally-related jobs, Seneca has proven its ability to deliver quality, career-relevant degree programs.

Seneca offers a wide range of support services to students such as tutoring through the Learning Centre and personal and career counseling from the Counseling and Accessibility Services. Student services also offer a wide range of support from housing assistance to seminars on resume writing or studying for exams.

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<sup>23</sup> Academic Plan. (2012-2017). Retrieved 15 December 2015 at <http://www.senecacollege.ca/about/reports/academic-plan/index.html>

<sup>24</sup> Strategic Mandate Agreement. (2014-2017). Retrieved 15 December 2015 at [http://www.senecacollege.ca/about/reports/strategicmandateagreement/SMA\\_2014-17.pdf](http://www.senecacollege.ca/about/reports/strategicmandateagreement/SMA_2014-17.pdf)

<sup>25</sup> Ibid.

## Section 6: Capacity to Deliver

The proposed program will be delivered at Seneca's King Campus. This campus houses the Faculty of Applied Arts and Health Sciences (AAHS) and is home to approximately 3,500 full-time students. On the 282 hectares, there is a 233-bed residence, bookstore, library, learning centre, cafeteria, 24-hour security, and an athletic and recreation center. The Campus Bus Service provides transportation for students and employees between the King, Markham, Newnham, and Seneca@York campuses on weekdays during the fall and winter terms.

By 2018, a much-anticipated expansion and modernization project is expected to be complete at Seneca's King campus, creating new and expanded opportunities for exceptional programming to meet enrollment increases (see 6.3 (iii) Campus Expansion for more detail). The expansion will create space for an additional 1,450 students, enhancing the quality of student learning and campus life. When this project is complete, this campus will provide teaching and learning opportunities for approximately 5,000 full-time students. The King Campus expansion project includes a new academic facility, a new student centre, and renovations to existing facilities. The expansion will allow the College to run more programs at the King campus with cross-disciplinary and experiential learning opportunities.

The proposed program will add to the existing suite of degree programs, the Honours Bachelor of Child Development, the Honours Bachelor of Therapeutic Recreation, and the collaborative Bachelor of Science in Nursing with York University/Seneca College, and 23 certificate, diploma, and graduate certificate programs, including Police Foundations (diploma) and Advanced Investigations and Enforcement (graduate certificate), delivered at the King campus.

## 6.2 Learning and Physical Resources

	Number of print holdings	Number of electronic holdings	Number of media holdings
<b>Seneca Libraries resources relevant to the field of study</b>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• All Campuses: 11,113<sup>1</sup></li> <li>• King Campus: 3337</li> </ul> <p><b>Periodicals:</b></p> <ul style="list-style-type: none"> <li>• All Campuses: 19</li> <li>• King Campus: 3</li> </ul>	<p><b>Research Databases:</b><sup>2</sup></p> <ul style="list-style-type: none"> <li>• Primary: 15</li> <li>• Secondary: 6</li> </ul> <p><b>E-Books:</b></p> <ul style="list-style-type: none"> <li>• All Campuses: 14,764<sup>3</sup></li> </ul>	<p><b>Audio-Visual DVDs:</b></p> <ul style="list-style-type: none"> <li>• All Campuses: 538<sup>4</sup></li> <li>• King Campus: 174</li> </ul> <p><b>Audio-Visual streamed films:</b></p> <p>All campuses: figure not available.</p>
<b>Other Library Resources and Services</b>	<ul style="list-style-type: none"> <li>• CAAT Interlibrary Loan Agreement with 24 Ontario Community Colleges</li> <li>• Universities Interlibrary Loan Agreements</li> </ul> <p><b>Reference Service</b></p> <ul style="list-style-type: none"> <li>• <b>In-Person &amp; Telephone</b></li> <li>• <b>Research Consultations:</b> one-on-one research appointments with subject librarians</li> </ul>	<p><b>Reference Service</b></p> <ul style="list-style-type: none"> <li>• <b>Electronic:</b> Seneca Libraries offer both email and live chat reference services during peak hours, as well as 24/7 access to 'Ask Us' – a searchable online FAQ knowledge base for students.</li> <li>• <b>Online Tutorials:</b> 25</li> </ul>	<ul style="list-style-type: none"> <li>• Video streamed films: 32,785</li> </ul>

<sup>1</sup> This figure does not include resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 84,050 print volumes, of which 18,104 are at King.

<sup>2</sup> Seneca Libraries' eJournal collection includes approximately 78,329 titles.

<sup>3</sup> This figure does not include resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 208,462 eBook titles.

<sup>4</sup> Seneca Libraries' DVD collection includes approximately 4,928 titles.

<b>Program Specific Databases: Primary</b>		
Academic OneFile	Academic Search Premier	Bestcase (WestLawNext)
Canadian NewsStand	Canadian Periodical Index (C.P.I.Q.)	CanLii
Criminal Justice Collection	E-Laws	LawSource (WestLawNext)
Lexis-Nexis Academic Universe	Psychology Collection	Quicklaw Core
Sage Journals	SocioIndex with Fulltext	Wiley Online
<b>Program Specific Databases: Secondary</b>		
ACM Digital Library	Applied Science & Technology Plus	Computer Database
Gartner Research	ScienceDirect	Vocational Studies Complete
Online Tutorials	<b>Online Training Videos</b>	
<ul style="list-style-type: none"> <li>• Research Success Tutorials</li> <li>• Academic Honesty Plagiarism Tutorial</li> <li>• APA &amp; MLA Citation Style Tutorials</li> </ul>	<p><b>Creating Videos:</b></p> <ul style="list-style-type: none"> <li>• Scripting</li> <li>• Creating Animated PowerPoint Videos</li> <li>• Filming Live Action</li> <li>• Screencasting</li> <li>• Editing</li> </ul> <p><b>Presentations, Pitches and Storytelling:</b></p> <ul style="list-style-type: none"> <li>• Storytelling</li> </ul> <p><b>Copyright:</b></p> <ul style="list-style-type: none"> <li>• Copyright in "Mashups"</li> </ul>	<p><b>Research, Citation and Searching:</b></p> <ul style="list-style-type: none"> <li>• Why Research?</li> <li>• Choosing Your Keywords</li> <li>• Searching for Articles Using Library Search</li> <li>• Introduction to the Library Catalogue</li> <li>• Introduction to Searching Individual Databases</li> <li>• Finding Literary Criticism</li> <li>• Finding Articles on Current Issues</li> <li>• Popular vs Scholarly Sources</li> <li>• Evaluating Websites</li> <li>• Integrating Research Into Your Paper</li> <li>• Why Cite?</li> <li>• Identifying Citation Information for an APA Reference</li> <li>• Identifying Citation Information for an MLA Citation</li> <li>• Building a Works Cited List Using MLA</li> </ul>

## **Additional Information for Library Support for Degrees**

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### **Information Literacy**

The Library is committed to providing users with the skills necessary to access, evaluate, and use ethically the information they need to complete their studies and be successful in their chosen career. To provide users with these skills, Seneca Libraries initiated an Information Literacy Mapping Plan to coordinate library instruction throughout all Seneca honours degree programs across all campuses. This means that library staff, in conjunction with degree program coordinators, plan a scaffolded sequence of instructional classes, workshops, and online tutorials that occur throughout these degree programs. As part of this initiative, students in the HBCIA program can expect to receive multiple topical and assignment directed in-class research sessions including support for their final applied research project. In addition, they will have access to a range of online tools, tutorials, and research resources.

### **Library Facilities**

Seneca Libraries have four campus locations (King, Markham, Newnham, and Seneca@York). Each library facility has a variety of student spaces, including individual study carrels, group study areas, bookable study rooms, group media pods, desktop computers, and leisure reading areas. All library locations are open Monday to Friday with two of the main campus locations remaining open 9-5 on Saturday and Sunday. During the exam period, Seneca Libraries offer an extended hours 24/7 Study Hall which is available to all students. Our Library Service desks offer research and borrowing assistance to students in-person, while our AskUS and AskON services reach students virtually.

### **Subject Guides**

The Library is committed to supporting degree programs by ensuring that registered students have adequate, relevant, and current resources easily available to them. Students are directed to available resources through a comprehensive starting point comprised of a “Subject Guide” page on the Seneca Libraries website. These resources may include databases, magazines, journals, newspapers, print sources, audio-visual materials, RRS feeds, and other valued and reviewed sites on the Internet related to crime and intelligence analysis.

Currently, there are four Subject Guide pages to support students enrolled in this degree program.

- Law – <http://seneca.libguides.com/law>
- Public Safety & Police Studies – <http://seneca.libguides.com/publicsafety>
- Computer Science and IT – <http://seneca.libguides.com/computerscience>
- Sociology – <http://seneca.libguides.com/sociology>

**On- and Off-Site Computer Resources and Web Access**

Year	Number of Students (cumulative)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On Site	Other (specify)
2018/2019	72	232	232	King	
2019/2020	160	312	312	King	
2020/2021	243	312	312	King	
2021/2022	290	312	312	King	

The computers at all campuses are on a four year renewal cycle.

Student Help Desk services are available in Computer Labs, Computing Commons, Library, and Student Services.

**By phone:** (416) 491-5050, ext. 22129

**By e-mail:** [servicedesk@senecac.on.ca](mailto:servicedesk@senecac.on.ca)

**In Person:** The Service Desks are located at 4 main Seneca campuses.

The Service Desk hours of operation at King are:

Monday to Friday 7:30 a.m. - 7:30 p.m.

Saturday Closed

Sunday Closed

### Classroom Space and Seating Capacity

Year	Number of Students (cumulative)	Average (~40 seats)	Large (40-60)	Extra Large (>70)	Location	
					On Site	Other (specify)
2018/2019	72	29	13	4	King	
2019/2020	160	29	19	10	King	
2020/2021	243	29	19	10	King	
2021/2022	290	29	19	10	King	

### Specialized Equipment, Workstations, and Laboratory Space

In September 2017 King campus will add five “Active” classrooms to the campus. The Academic IT policy (included in the Policies document in Section 16) outlines the specifications for active classrooms.

### **6.3 Resource Renewal and Upgrading**

#### **6.3(i) Library**

##### **Collections Funding**

Seneca Libraries' use an on-going and comprehensive plan for curriculum-driven library collection development. Long-term "collection profiles" are used to develop up-to-date, relevant, and faculty supported collections. The number of items collected or made available is proportionate to the number of students in the program as well as the average cost of materials and is based on known usage of the collection. Seneca has committed to funding of approximately \$1,220,000 on an annual basis in support of the development and renewal of print and electronic learning resources in all subject areas.

Seneca Libraries are vital to the success of our students. The acquisition of current print, electronic, and multimedia resources has been the focus of our collection development policies, with the Library's holdings of print resources now at over 102,000. A broad array of electronic resources, including 21,000 e-books and 37,700 e-journals, Subject Guides, Quick Reference tools, and Online Course Readings are accessible on site or remotely from outside the College. This virtual library is open 24 hours a day, 7 days a week at our web site:

<http://library.senecacollege.ca>. To further support the expanding world of online learning, the Seneca Libraries also offer a virtual reference service called AskOn, which provides reference support through online chat, email, and an online self-guided research tutorial. In addition, the Library is committed to providing our users with the skills necessary to best utilize our resources through tours, instructional classes, workshops and online tutorials.

##### **Library Collections**

Seneca Libraries' unique approach to collection development, the "Profile" approach, comprises a systematic plan (renewable in five-year cycles) for each program area offered at Seneca, involving an intensive annual review of curriculum-based information needs and participation from faculty with subject expertise. The end result is a relevant and up-to-date collection that serves the research needs of all students.

Seneca has committed to funding of approximately \$625,000 annually in support of the development and renewal of learning resources in all subject areas. As well, another \$430,000 is committed for the acquisition of electronic resources.

##### **Seneca Libraries Website**

Available at <http://library.senecacollege.ca/>, the Seneca Libraries website offers 24x7 access to electronic books, journals, and databases, as well as helpful research tools such as our guides to citing sources (MLA, APA, etc.), Quick Reference Tools page (categorizing, listing and annotating key online reference resources), Subject Guides, and much more. Students can access the site while on-campus or remotely from home.

## **Subject Guide for HBCIA**

The Library is committed to supporting degree programs by ensuring that registered students have adequate, relevant, and current resources easily available to them. We direct them to relevant resources by providing a starting point, a "Subject Guide" page on the Seneca Libraries website. These resources may include databases, magazines, journals, newspapers, print sources, audio-visual materials, RRS feeds, association information, and other valued and reviewed sites on the Internet.

## **Computers**

Student access to Library online resources is available from most computers on campus and student and faculty laptops can obtain resources through the SeneNET wireless network.

The Library and Computing Commons at the Newnham Campus has 363 student computers supporting the research and courseware needs of students. The Library at King Campus has 30 student computers and an additional 100 are located in the open microcomputer lab.

### **6.3(ii) Seneca IT Plan**

The goal of Seneca's Academic IT Plan was to move Seneca to a fully equipped student-centred learning community where technology (including mobile technology) is a major feature of the learning environment. In order to accomplish this goal, an awareness of technology trends related to education was necessary.

The guiding principles of the plan include:

1. To develop an overarching strategy to support the eLearning plan which will focus on Academic IT in the future: mobile computing, social networking and blended learning as well as providing students with activity based, problem based and experiential based approaches.
2. To allocate resources to support needs based on new program development and applied research needs.
3. To provide accountability & flexibility for greater transparency to stakeholders and will enable more strategic spending through regular reporting to allow adjustments to be made as needs identify.
4. To provide support for innovation in new learning environments and the professional development to support its rollout.
5. Ensure that the Academic IT Plan exists to support the academic process and is an investment to support teaching and learning.

See the "Policies" section of the submission for Seneca's policies and procedures outlined in the Academic IT Plan.

### 6.3(iii) Campus Expansion

*The Seneca College King Campus expansion demonstrates our government's commitment to long-term investment in infrastructure, which is part of Ontario's economic plan to strengthen our education system. The state-of-the-art facilities at Seneca will ensure that students continue to have access to high-quality postsecondary education. Honourable Brad Duguid, Minister of Economic Development, Employment and Infrastructure*

Infrastructure Ontario (IO) and Seneca shortlisted three teams to design, build, and finance the Seneca College King Campus Phase 1 expansion project in King City. The shortlisted teams, which included a developer/builder, designer, and a financial advisor, were invited to respond to a Request for Proposals in late 2014.

After extensive evaluations following a request-for-proposals process that began last August, Seneca and Infrastructure Ontario selected EllisDon Corporation. The proposal includes the architectural firms of MJM Architects and Montgomery Sisam Architects Inc. The new building, which will be designed to be both energy and environmentally efficient, is expected to be ready for classes in the fall of 2018. Construction is planned to start in September.<sup>26</sup>

Phase 1 of the expansion will create space for an additional 1,450 students, on top of the existing space for approximately 3,500 full-time students, while enhancing the quality of student learning and campus life. When this project is complete, the King Campus location will provide teaching and learning opportunities for approximately 5,000 full-time students.

The King Campus expansion project includes:

- A new academic facility to accommodate approximately 25 new classrooms, computer labs, specialty labs/computer rooms, a library, learning commons, and student study space.
- A new student centre, which will include a multi-purpose athletic and recreation space featuring a gymnasium, fitness centre, informal study areas and event spaces, partially funded by the Seneca Student Federation and the Student Athletic Association.
- Minor renovation to Garriock Hall — the main academic facility — and to existing site services.



*Seneca's expansion plans for King campus*

*The demand for innovative programs and additional student services at Seneca College's King Campus is growing. This expansion will help meet our government's commitment to ensuring access to a quality postsecondary education here in Ontario. Honourable Reza Moridi, Minister of Training, Colleges and Universities*

<sup>26</sup> Planning for Seneca College's King Campus Project is Underway. Updates: King Campus Expansion Moves Forward. (July 20, 2016). Retrieved July 21, 2016 at <http://www.senecacollege.ca/king/updates/construction.html>

The expansion will allow Seneca to run more programs at King with cross-disciplinary components, among the animal health, social services, policing and public safety, nursing, and recreational studies programs.<sup>27</sup>

All construction will take place within a strictly-defined footprint to safeguard the College's privileged setting on the Oak Ridges Moraine. Seneca has been careful to ensure sustainability on campus – the new build provides an opportunity to modernize and do more. The objective is having a very green building, including efficient use of water and other resources.

King Campus is located in one of the fastest growing regions in the country, more than one million people already live within a half hour drive of the college. The community need for postsecondary education in the area is increasing, as is the need for employers to find graduates with the skills and knowledge gained from the King campus programs. With the support of the Ontario government, the community and the students, Seneca will be ready to respond to these educational and labour market needs.

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<sup>27</sup> Planning for Seneca College's King Campus Project Underway. (May 1, 2014). Retrieved on 16 December 2015 at <http://www.senecacollege.ca/media/2014/2014.05.01.html?page=1>

## 6.4 Support Services

Seneca's size and diversity means that students have an unparalleled selection of services and resources to support them in their chosen field of study.

Support Service	Brief Description of Service
Academic Advising	Academic Advising supports the successful experience of students through a collaborative, proactive, and holistic approach. The implementation of a new integrated Advising Model brings together faculty, staff, and service areas to improve the students' experiences throughout their educational career at Seneca. This model is premised on strengthening relationships through trust, respect, and collaboration.
Career Counselling	Career Services are responsive to student needs by providing career management strategies, career fairs and employers on campus, job search assistance, and career resources.
Personal Counselling	Personal, academic, and vocational counselling is provided by Counselling and Accessibility Services. Professional counsellors offer support to current students to address decisions about the complexities of personal, academic, and vocational concerns, in individual and/or group environments. Psycho educational and vocational assessments are also provided. Information about how to access the services are found at ( <a href="http://www.senecacollege.ca/students/counselling/">http://www.senecacollege.ca/students/counselling/</a> )
Career Services	This type of assistance is provided to students through classes, workshops, special events, resources, and individual consultation. Student advising includes clarification of interests and skills, job search strategies, resume, and interview preparation. Students can access resources in the Career Centre at each campus or online through the Career Services website - <a href="http://careerservices.senecac.on.ca">http://careerservices.senecac.on.ca</a> . SenecaWorks ( <a href="https://sw.senecacollege.ca/home.htm">https://sw.senecacollege.ca/home.htm</a> ) is Seneca's exclusive job posting website, providing students and recent grads access to on-campus, part-time, summer and full-time job openings.
Services for Students with Disabilities	Students visit Counselling and Accessibility Services to access the services and resources provided by Seneca College.
Tutoring	The Seneca Learning Centres provide one-on-one and small group tutoring for current students in degree, diploma, and certificate programs. It provides assistance to students with their English, Math, General Education, and program specific needs. Students can analyze their learning styles, get specific help in their specific field of study or other related subjects, and learn how to get the most out of their Seneca studies.
Financial Aid Services	Financial Aid services assist students to manage the financial aspects of their education through government loans, scholarships, bursaries, and a work-study program.
Student Government Services	Participation in the Seneca Student Federation Inc. and the Seneca Student Athletics Association help students develop leadership and teambuilding skills. The athletic, social and cultural programming organized by the student organizations provides students with a holistic educational experience. The cultural diversity at Seneca College provides rich experiences for students to learn about many different cultures and to develop awareness and tolerance of differences.

Section 6: Capacity to Deliver

<b>Support Service</b>	<b>Brief Description of Service</b>
Student Life Services	The Student Life Centre at each campus provides a full range of services and resources, including advocacy and advising, student insurance, legal aid clinic, and student success initiatives.
University Transfer Office	Numerous opportunities exist for Seneca graduates to transfer credits to Canadian and international universities. The Degree Transfer Office ( <a href="http://www.senecac.on.ca/degreetransfer/">http://www.senecac.on.ca/degreetransfer/</a> ) includes coordination of the degree transfer guide ( <a href="http://www.senecac.on.ca/degreetransfer/guide/">http://www.senecac.on.ca/degreetransfer/guide/</a> ), student advisement and on-campus university fairs.
Child Care	Professional and dedicated staff provide high quality child care to infants, toddlers, and preschool- and kindergarten aged children of students and graduates. Childcare centres are located at the Newnham and King Campus.
Health and Safety	Seneca has a comprehensive set of policies and procedures to ensure the safety and security of students, faculty, staff, and visitors. The Health and Safety Office monitors the operations of college departments and advises Administrators of any contraventions of health and safety regulations.
Residence	Student residences are located at the Newnham and King campuses and accommodate approximately 1,300 students. There is also an internet-based off-campus housing registry to assist students with their off-campus accommodation needs.

## 6.5 Faculty

See the “Policies” file for the College’s policies, guidelines and practices pertaining to Faculty and Staff.

**Table 6.5(i) Four-Year Enrolment Projections and Staffing Implications**

Year	Term	Cumulative Enrolment Full-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Ratio of FT Students to FT Faculty
1	Fall	35	1.0	35:1
	Winter	72	2.0	36:1
	Summer			
2	Fall	128	3.0	43:1
	Winter	160	3.0	53:1
	Summer			
3	Fall	212	4.0	53:1
	Winter	243	5.0	49:1
	Summer			
4	Fall	258	5.0	52:1
	Winter	290	6.0	48:1
	Summer			

Note: *all calculations are based on faculty teaching 15 hours in the Fall and Winter semesters and 12 hours in the Summer semester.*

**Table 6.5(ii) Enrolment Plan**

Honours Bachelor of Crime and Intelligence Analysis Enrolment Plan																
Year 1 (2018)				Year 2 (2019)				Year 3 (2020)				Year 4 (2021)				
Sem.	F	W	S	Total	F	W	S	Total	F	W	S	Total	F	W	S	Total
1	35				60				60				60			
2		32		32		54		54		54		54		54		54
3					30				51				51			
4		40 <sup>1</sup>		40		70 <sup>2</sup>		70		91 <sup>2</sup>		91		91 <sup>2</sup>		91
5					38				67				86			
6					36			36		64		64		84		84
Co-op					Co-op					Co-op				Co-op		
7							34					61				
8									34			34		61		61
Totals	35	72		72	128	160		160	212	243		243	258	290		290

Notes:

<sup>1</sup> Students entering the program after completing a 2-year Police Foundations Diploma are shown as new students in term four, in the first year of program delivery.

<sup>2</sup> This number includes forty additional transfer students entering term four of the program after completing a 2-year Police Foundations Diploma.

See section **4.11 Gap Analysis** for the program completion arrangements for the Diploma transfer pathway.

### **6.6 Curriculum Vitae Release**

Seneca has on file and available for inspection, from all faculty and staff whose Curriculum Vitae (COUs) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review, and final status of the program application.

# **Seneca**

## **Section 7: Credential Recognition**

## **Section 7: Credential Recognition**

The following section includes:

- 7.1    Credential Recognition
  - (i) Employers
  - (ii) Postsecondary Institutions
  - (iii) Professional Associations
- 7.2    Career Progression and Life-Long Learning
- 7.3    Letters of Support

## 7.1 Credential Recognition

Seneca College - King Campus is positioned as an integral part of York Region. The discussions about the proposed program began several years ago when it was proposed to a Program Advisory Committee of Public Safety and Police Studies. At that time, the committee supported the potential for the development of an applied degree in police studies which would provide qualified diploma students an opportunity to complete a degree after graduation. In the development of this program, faculty and administrators have consulted with a wide variety of business professionals, academics, and employers in the field of public safety and crime and intelligence analysis. Feedback from the consultations support our research findings that the HBCIA program and the curriculum is relevant and supports an industry need. This new degree will be recognized and highly valued in the marketplace and recognized by other post-secondary institutions.

### 7.1(i) Employers

Employers were consulted at meetings with our Program Advisory Committee (PAC) members and one-on-one discussions with potential employers. A broad-based consultation process was held with employers such as Esri Canada, IBM, York Region Police (YRP), and the Royal Canadian Mounted Police and many have indicated their support for this program by writing letters confirming their belief in the curriculum and support for the employability of the graduates.<sup>28</sup> These consultations resulted in the development of a comprehensive curriculum for the program. The curriculum provides graduates with the skill sets necessary for success within the field of public safety and crime and intelligence analysis. Organizations require competent professionals skilled in the theory and its application while adhering to legal and ethical standards and guidelines, and respecting the intercultural and global reach of public safety.

### 7.1(ii) Postsecondary Institutions

The HBCIA program maximizes the graduates' potential for employment and promotion in their field and further study. It meets PEQAB's standard and benchmarks for credential recognition.

The program is designed with content and academic rigour that is expected to facilitate credit transfer to and credential recognition by other post-secondary institutions in Canada, the United States, and abroad. Issues of transferability and credit transfer have been a focus of Seneca College's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (at the lower and upper level) at other post-secondary institutions.

Graduates from Seneca's baccalaureate degree programs have been considered and admitted to Master's programs both locally and abroad. The honours baccalaureate curricula have prepared a number of students from Seneca for further graduate education and we are witnessing an increasing number of students pursuing graduate degrees as a result. Seneca has had students admitted to programs at the University of Toronto, Ryerson University, and York University and pursue graduate level studies in programs outside of the province, such as Royal Roads University and as far as Griffith University in Australia.

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<sup>28</sup> See 7.3 for Letters of Support.

Institutions actively recruit Seneca students by participating in various fairs, information sessions, and additional activities. Seneca's annual Master's and Graduate Studies Expo promotes graduate studies programs to students at Seneca College continues to grow. The list of post-secondary institutions and representatives that participated in the 2015 Expo include:

- Athabasca University
- KOM Consultants
- Lakehead University
- McMaster University
- Nipissing University
- Royal Roads University
- Students Solution
- Tyndale University
- University of Ontario Institute of Technology (UOIT)
- York University

The following universities have provided written confirmation that graduates of Seneca's honours baccalaureate degree programs are eligible to apply to their master's programs and will be considered, pending they meet the admission criteria:

Birmingham City University	Royal Roads University
Centenary College	Schiller International University
Davenport University	St. Mary's University
Griffith University	Thompson Rivers University
Hawaii Pacific University	University Canada West
McMaster University	University of Cape Breton
Memorial University of Newfoundland	University of New Brunswick – Fredericton
Northwood University	University of New Brunswick – St. John
Royal Melbourne Institute of Technology	

In addition to the list outlined above, students from a number of Ontario colleges, which offer honours baccalaureate degrees, have been successfully admitted to graduate studies programs at Brock University, Carleton University, University of Waterloo, Western University, University of Windsor, and OCAD University, and a variety of professional degree programs such as teachers college and law school. Some students have also pursued doctorates after the completion of their Master's Degree. These examples further demonstrate that the standards that Ontario colleges have met when developing baccalaureate degrees are not only preparing students for a higher level of education, should they wish to pursue it, but are allowing them to excel within these graduate studies programs once they have been admitted.

### **7.1(iii) Professional Associations**

The proposed program is designed to meet the academic requirements for certifications from professional and internationally recognized associations, namely, the International Association of Law Enforcement Intelligence Analysts (IALEIA), the International Association of Crime Analysts (IACA), and the International Association for Intelligence Educators (IAFIE). The co-op component of the program will provide graduates with practical experience essential for certification and with some additional experience graduates will be well-positioned to qualify for certification examinations.

### **7.2 Career Progression and Life-Long Learning**

The importance of lifelong learning for career advancement and professional designation maintenance is central to the proposed program. Practitioners from industry will impress upon students the value of lifelong learning and maintaining currency in theory, technology, tools, and best practices in this fast-paced industry. As students progress towards graduation, the competitive workplace is highlighted, career development is discussed, and the myriad of ongoing learning opportunities for graduates is emphasized. By the end of the program, graduates are prepared to take responsibility for their continued professional development essential for advancement and continuing success in their careers to work in a variety of settings involving law enforcement, social work, and research.

### **7.3 Letters of Support**

The following communications from employers, professional associations and academic institutions speak to the strength and need for the Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program.

Included in this section are Letters received from the following agencies and organizations:

- Peel Regional Police and International Association of Law Enforcement Intelligence Analysts (IALEIA – Local Chapter)
- IBM Canada, Markham
- Royal Canadian Mounted Police, Ottawa
- Esri Canada, King City

The following postsecondary institutions have written Letters of Support in endorsement of the proposed degree program:

- Carleton University, The Norman Paterson School of International Affairs
- University of Ottawa, Telfer School of Management

7750 Hurontario St.  
Brampton, ON  
Canada L6V 3W6

**Jennifer Evans**  
Chief of Police

Tel: (905) 453-3311  
Fax: (905) 451-1638

[www.peelpolice.ca](http://www.peelpolice.ca)

#### Section 7: Credential Recognition



August 30<sup>th</sup>, 2016

David Agnew  
President, Seneca  
1750 Finch Ave East  
Toronto, Ontario  
M2J 2X5

Dear Mr. Agnew,

I am pleased to respond on behalf of Peel Regional Police in support of the upcoming submission by Seneca for a new program in the field of analytical intelligence in crime and policing. Having worked in the field as a Criminal Intelligence Analyst for 20 years and now as a supervisor of the team I know firsthand the value and importance of this discipline and the need to develop the skills necessary to enter into and succeed in the field. Upon review of the material for the Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program, I am in full support of the degree program.

As a 2015 graduate of the Masters in Management Analytics program at the Smith School of Business at Queen's, I believe in developing people's skills to interpret, and analyze large data sets to gain valuable insight. Additionally, it is now clear that innovation in policing must be a top priority given the realities facing today's community safety leaders; the push to modernize policing amid escalating costs, community needs of police transparency and accountability, and growing threats to our security. This program could play a key part in developing the people necessary to break the traditional lines of policing and allow for more innovative ways to provide safety to our citizens.

As President of the local Chapter of IALEIA (International Association of Law Enforcement Intelligence Analysts), with over 200 local members I have seen the growth in the profession and the need for a standard way to create a foundation for the Crime Analyst professional. The degree program would provide that much needed credibility and accountability to this new growing profession. With many of the current membership struggling with CV qualifications when testifying in court, to just providing a standard set of operating procedures, this program is long overdue and will provide eventual crime analyst professionals with a strong start on their career path.

I commend you and your colleagues on the development of an innovative program that will meet the needs and growth in intelligence analysis in the field of public safety. Let me wish you the best in the submission process and I look forward to working with the professionals who graduate from your program.

If I can be of any further assistance, or provide additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Sachdeva".

Mick Sachdeva, BSc., MMA  
Technical Supervisor – Crime Analysis Unit  
Peel Regional Police  
President IALEIA - South Western Ontario Chapter

## Section 7: Credential Recognition



*IBM Canada Limited  
3600 Steeles Avenue East  
Markham, Ontario L3R 2Z1*

February 1, 2016

Mona Nouroozifar  
Chair, School of Public Safety  
Seneca College of Applied Arts and Technology  
13990 Dufferin Street North  
King City, Ontario  
L7B 1B3

**Subject: IBM Support for Honours Bachelor of Public Safety Analytics**

Dear Chair,

Fueled by increasing types and sources of data, insight from analytics is redefining what's possible. There is demand to capture, curate, search, share, store, transfer, visualize and query information all in a secure way. Data is nothing unless you can differentiate with it. As we enter the Cognitive era all types of data will be put to the test and used in ways we never thought possible – turning data into answers and insights that address the toughest business challenges. There is no better place than public safety to test these boundaries. IBM believes that organizations can transform their industry and professions with data.

IBM Canada is pleased to write this letter of support for the upcoming submission by Seneca College for a new Honours Bachelor of Crime and Intelligence Analysis in the School of Public Safety. Upon review of the curriculum, graduates will be well equipped with the knowledge, breadth and depth of analytics, and the practical and tactical training to be effective and valuable members in intelligence analytics. Students will be able to focus in on the research and application of analytical techniques in crime and intelligence. Graduates would have the ability to gather, review, evaluate, and interpret information and have the opportunity to generate recommendations, solutions, and creative options via breakthrough thinking. Seneca College curriculum supports this training where there is a need in the industry for these methods.

Seneca College's proposed curriculum will make this possible and is of interest to IBM as it affects the growth of the Ontario economy using data & analytics as the launching pad. We look forward to working with you further and to a successful program debut.

Yours truly,

A handwritten signature in black ink, appearing to read "Susan Harper".

Susan Harper  
Client Manager – Higher Education  
IBM Canada Ltd.  
[sharper@ca.ibm.com](mailto:sharper@ca.ibm.com)  
289-333-3010

cc: Colette Lacroix – IBM Industry Executive Higher Education

## Section 7: Credential Recognition



Royal  
Canadian  
Mounted  
Police

Gendarmerie  
royale  
du  
Canada

1200 Vanier Parkway  
Ottawa, Ontario  
K1A 0R2

1200, promenade Vanier  
Ottawa (Ontario)  
K1A 0R2

May 20, 2011

Larry White, Academic Chair  
School of Public Safety, Underwater Skills, Recreation and Environmental Studies  
Faculty of Applied Arts and Health Sciences  
Seneca College  
13990 Dufferin Street North  
King City, ON L7B 1B3

Dear Larry:

It is my understanding that Seneca College is embarking on the creation of a new degree program to complement its existing programs within the School of Public Safety and to provide opportunities for additional learning pathways for students and prospective students at the College.

I am pleased to support the initiative to establish a Bachelor of Applied Public Safety program that will provide students with an opportunity to specialize in a number of areas, notably at the outset, Crime and Intelligence Analysis. I believe that it will be of great interest to students and employers, in both public and private sectors.

I look forward to participating in an advisory capacity in the development of the program and wish Seneca College the very best in this important initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "R. C. Fahlman".

Robert C. Fahlman, Director General  
Canadian Criminal Intelligence Support and Development  
Chief Criminal Intelligence Executive Sector

Canada



Larry White MDE BES  
Academic Chair  
Faculty of Applied Arts and Health Sciences  
Seneca College of Applied Arts and Technology  
13990 Dufferin St. North  
King City, ON L7B 1B3

Dear Larry:

I am pleased to be able to write to you in support of your proposed four year Bachelor of Public Safety (Crime and Intelligence Analysis) degree at Seneca College. Esri Canada strongly supports the inclusion of two courses focused on the use of Geographic Information Systems (GIS) software in this degree, as well as potential use of the software in other areas of the course of study. I feel that there is a significant need for a degree of this nature in Canadian post-secondary education, as public safety is a significant concern of all societies. While some other programs address aspects of this issue indirectly, I am unaware of any similar degree program in Canada that offers students an equivalent depth and breadth of courses and learning opportunities.

Be assured that Esri Canada, and my group within the company in particular, will assist in whatever way we can to make this degree an outstanding success.

Best regards

A handwritten signature in black ink that appears to read "G. Brent Hall".

G. Brent Hall PhD MNZIS  
Director, Education and Research

12 Concorde Place, Suite 900  
Toronto, Ontario M3C 3R8

T 416 441 6035  
F 416 441 6838

esri.ca

Received  
June 8, 2012  
JL



**The Norman Paterson School of  
International Affairs**  
5<sup>th</sup> Floor, River Building  
1125 Colonel By Drive  
Ottawa, ON K1S 5B6 Canada  
Tel: (613) 520-2600  
Fax: (613) 520-2889  
E-Mail: [international\\_affairs@carleton.ca](mailto:international_affairs@carleton.ca)

April 26, 2012

Larry White, MDE, BES  
Academic Chair  
School of Public Safety, Underwater Skills, Recreation and Environmental Studies  
Faculty of Applied Arts and Health Sciences  
Seneca College - King Campus  
13990 Dufferin Street North  
King City, ON L7B 1B3

Dear Professor White:

Re. Seneca College BA in Public Safety

Carleton University is pleased to express our strong endorsement of Seneca College's proposed program in Public Safety. The vocational learning outcomes are similar in many cases to our MIPIS program at Carleton University in terms of critical analysis, utilization of security tools and practices, timely and accurate advice, and appropriate application of safeguards. This program promises to develop junior security analysts and practitioners, who can further develop into senior professionals and leaders.

The learning outcomes in the document are comprehensive, clearly-expressed and appropriate to building the intended product, i.e., a junior security practitioner and analyst. The co-op requirement provided hands-on experience, similar to our applied course in Asset Protection and Security (AP&S) Risk Management, which features the conduct of a Threat Risk Assessment (TRA) of a critical infrastructure (CI). There may be some opportunity for Carleton to assist in arranging challenging placements and supervision as well as working alongside our students, due to our proximity to federal government departments here in Ottawa. This could include assisting

in the conduct of TRAs and other security assessments, as well as placements in the various departments.

The proposed courses in Public Safety, Criminal Law and Crime, Intelligence, Policing, Cybercrime, Behavioural Science, Forensic Psychology, Research Methods and Statistics, etc. provide the factual and conceptual framework for students entering the field of security, while the complementary courses in analysis and critical thinking ensure that students are challenged to interpret facts and draw salient conclusions. It is especially interesting to note that the program breaks down analysis studies into both tactical and strategic courses, which acknowledge the different mindsets and skill sets required for these different processes.

The key academic and professional learning requirements for effective oral and written communication as well as interpersonal skills and teamwork necessary for a successful security professional are also well covered. As long as the program offers some flexibility for coursework and major projects, it promises to keep the students interested, and will permit them to delve more deeply into areas of interest.

Yours sincerely,



Fen Osler Hampson, FRSC  
Chancellor's Professor & Director  
The Norman Paterson School of International Affairs

cc. Dr. Wayne Boone

## Section 7: Credential Recognition



6/9/2012

Larry White, MDE, BES  
Academic Chair  
School of Public Safety, Underwater Skills, Recreation and Environmental Studies  
Faculty of Applied Arts and Health Sciences  
Seneca College - King Campus  
13990 Dufferin Street North King City, ON L7B 1B3

To: Professor White  
Re: Seneca College BA in Public Safety

On behalf of Telfer School of Management, University of Ottawa, I am pleased to provide this endorsement for Seneca's proposed program in public safety.

Let me provide the context for my writing this letter of endorsement for the program. I have been involved in security and intelligence both at the corporate and government level for most of my academic career. I am on the board of the Canadian Association for Security and Intelligence Studies and am a fellow of the Strategic and Competitive Intelligence Professionals. I sit on intelligence advisory committees for Malaysia, Russia and Morocco and am also an honorary professor for intelligence and security in China. Through these involvements I have recognized that Canada when compared to many other countries is sadly deficient in the sort of skills/training that this program is offering. There have been various initiatives to do training such as this at the professional level. For example the government is offering an in house intelligence analyst program and Telfer is looking at doing executive level training in security and intelligence but there is very little of this at the undergraduate level.

With policy and government intelligence services as well as private sector putting more emphasis on analysis the lack of undergraduate training in this area creates a unique opportunity for an educational institution such as Seneca to provide such training. There are two elements of the program that I want to highlight in this letter of endorsement:

1. The focus on crime and intelligence analysis and critical thinking - BPS210, BPS330, BPS410, BPS440, BPS520, BPS530, BPS620, BPS630, BPS640, GIS650, BPS710, GIS720,
2. Co-op and project orientation - CPP600, CWT100, CPP700, BPS810, BPS820

As mentioned, earlier in this letter, there is a lack of intelligence analysis skills training at the University level in Canada. This has been identified as a problem with various police services, the RCMP and the Ontario Provincial Police. The Seneca program addresses this need. Further, as noted there is a broad range of analysis courses that provide the kind of specialized training needed. It is important to note that the program breaks analysis into strategic and tactical – a very

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important distinction. As well there are several courses that expose the students to current technologies involved in analysis including Geographic Information Systems, technology applications in crime and intelligence analysis. Crime analysis software is becoming more important in public safety. For example, a recent article in the Ottawa Citizen talked about how the Ottawa Police are using technology to proactively identify high risk crime sites. Therefore, training students in the use of these technologies is important for their future.

The co-op and project orientation of the program is also an important aspect of the program. There are several practical related projects which will be instrumental in bridging the gap between theory and practice. Further, the co-op term and co-op projects will not only hone the students' skills but as has been proven in many studies will increase the employability of the students.

The combination of much needed analytical skills within the context of a co-op and project orientation are two elements that address a clear need in the public safety field.

There are many other elements of the program that I could write about that show how well designed but I have tried to focus this endorsement letter on what I see as the most important and truly unique elements of the program. Should you have any questions about this letter, please do not hesitate to contact me via email at [calof@telfer.uottawa.ca](mailto:calof@telfer.uottawa.ca) or by phone at 613-228-0509.

Regards



Professor Jonathan Calof  
Chair, Management Area Group  
Co-director Performance Management  
Fellow, Society of Competitive Intelligence Professionals  
Telfer School of Management  
University of Ottawa

# **Seneca**

## **Section 8: Regulation and Accreditation**

## Section 8: Regulation and Accreditation

Where licensing or certification is **required by legislation** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Alternatively, colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.<sup>2</sup>:

- There is a legislative requirement that the program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation.
- Recognition of the program by a voluntary professional body may be sought.
- Recognition is not being sought.

**Enter** the name of regulatory authority or professional body:

1. International Association of Law Enforcement Intelligence Analysts (ALEIA)
2. International Association of Crime Analysts (IACA)

Please describe the type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.). Indicate as well if the body has formally acknowledged (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam or that the program is otherwise recognized for the purposes of certifying or registering a graduate?

*This information is described on the following page.*

Please indicate the status of the application and expected date of achievement:

*Awaiting ministerial consent prior to making these submissions.*

**\*Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association.**

Accreditation is not a requirement for a career in crime and intelligence analysis; however, there are industry standard internationally recognized professional certifications relevant to the analytic discipline that are available and of value to students.

### **Professional Certification**

Both the International Association of Law Enforcement Intelligence Analysts (IALEIA) and International Association of Crime Analysts (IACA) provide practitioners and organizations with standards that describe best practices, globally recognized credentials that certify analytical expertise, and resources for professional development, networking, and community.

The professional certification offered by IALEIA (Criminal Intelligence Certified Analyst (CICA)) and IACA (Certified Law Enforcement Analyst (CLEA)) are valuable entry-level certifications for analyst practitioners. Professional certification would demonstrate an understanding of the fundamental knowledge, terminology, and processes of effective analysis.

The HBCIA program will offer students the opportunity to enhance their knowledge, skill sets, and abilities with a view to pursuing professional certification within the analytical discipline through IALEIA and/or IACA. A short description of each certificate program is provided below.

#### **IALEIA**

The purpose of the IALEIA Certification Program (<http://ialeia.org/certification.html>) is to promote professionalism and high standards in analysis by establishing standards, testing and certification of analysts. Certified analysts tend to be among the more experienced and educated analysts and frequently hold high classifications in their respective organizations. Some agencies encourage IALEIA certification for analysts seeking employment.

#### **IACA**

IACA has developed criteria and an examination process that will allow applicants to become Certified Law Enforcement Analysts (CLEA) ([http://www.iaca.net/Certification/Documents/clea\\_program\\_outline.pdf](http://www.iaca.net/Certification/Documents/clea_program_outline.pdf)). A certification program provides the foundation on which a profession demarcates the knowledge, skills, and abilities necessary for successfully meeting the job competencies and responsibilities within its given field. Crime analysis, intelligence analysis, investigative analysis, geographic profiling, police research, and planning units and personnel all share a common skill set. In many cases, individual staff members are expected to provide this divergent analytical support to public safety agencies across the globe without formal training or instruction. The IACA is committed to administering a comprehensive training and credential program to provide analysts, as well as departments, with the framework for excellence and the mechanism for achieving it. The IACA has designed this model which is available to private and public and local and international agencies. The IACA encourages local associations, training programs, colleges, and universities to build educational programs around this model, as well as encourages local, state, federal, and provincial agencies to adopt these standards of excellence.

Seneca intends to submit the proposed HBCIA curriculum to IALEIA and IACA for their consideration with a view to seeking their respective acknowledgement that the program satisfies the educational requirements for professional accreditation. The program was designed with IALEIA standards in mind and in concert with internationally recognized standards as articulated in the *Law Enforcement Analytic Standards* publication

([http://it.ojp.gov/documents/law\\_enforcement\\_analytic\\_standards.pdf](http://it.ojp.gov/documents/law_enforcement_analytic_standards.pdf)). We expect the program will be recognized by IALEIA and/or IACA.

We anticipate that graduates of this degree will be prepared to write the examination offered by either IALEIA or IACA upon satisfying other required criteria. Additional information may be referenced in the following documents:

- [\*IALEIA Certification Process and Criteria\*](#) for designation as *Criminal Intelligence Certified Analyst*
- [\*IACA Certification Program\*](#)

Two other recognized associations that contribute to the professionalism of the crime and analysis tradecraft are as follows:

- **International Association for Intelligence Education (IAFIE)** (<http://www.iafie.org/>)

The mission of IAFIE is to “seek to advance research, knowledge and professional development in intelligence education.”

- **Canadian Association for Security and Intelligence Studies (CASIS)** (<http://www.casis-acers.ca/>)

The mission of CASIS is to “provide a forum for knowledge sharing and networking on intelligence and security issues among scholars, students, practitioners and other interested persons. Through its annual international conference, regional events, seminars and roundtables, CASIS encourages and facilitates study and debate on theoretical and practical matters that bear on the effectiveness of contemporary intelligence and national security programs, their rationale, challenges and limitations. In an increasingly globalized environment, CASIS puts Canadian scholars and practitioners in touch with their counterparts in other countries, to share their views on problems, solutions and best practices.”

Seneca intends to submit the curriculum of the proposed program to both IAFIE and CASIS for their consideration with a view to seeking their respective acknowledgement that our program addresses an identified need and contributes to the professionalism of the analytical tradecraft for public safety. The program was built with both IAFIE and CASIS in mind and cognizant that leveraging knowledge through appropriate networking across multiple forums is essential to the lifelong professional development that is a requirement of the analytical discipline. The HBCIA program has taken into consideration published standards of IAFIE as articulated in the document entitled Standards for Intelligence Education Undergraduate and Graduate Programs (<http://www.iafie.org/?page=IntelEd>).

# **Seneca**

## **Section 9: Nomenclature**

## **Section 9: Nomenclature**

In accordance with the nomenclature standard provided in the *Handbook for Ontario Colleges* (PEQAB, 2015), the proposed program title emulates the convention of an applied area, *Bachelor of Subject*. The proposed title, Honours Bachelor of Crime and Intelligence Analysis (HBCIA), was endorsed and supported by the ad-hoc Advisory Committee as a “reflection of current knowledge in public safety, specifically crime and intelligence analysis”.<sup>29</sup>

The title reflects the disciplinary field of study, the nature of the degree, and is consistent with the nomenclature of similar qualifications, which facilitates public understanding of the credential. The proposed program is a four-year honours degree that provides students with a foundation in public safety and a focus in the field of crime and intelligence analysis.

A search reveals at least three comparable titles in North America:

- Bachelor of Arts (concentration in Crime and Intelligence Analysis) (Mercyhurst College),
- Bachelor of Technology in Forensic Investigation (Crime and Intelligence Analysis option) (British Columbia Institute of Technology), and
- Graduate Certificate in Intelligence Analysis (Justice Institute of British Columbia).

This provides evidence that Seneca’s proposed HBCIA program is in keeping with the practice of other post-secondary institutions offering similar degrees.

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<sup>29</sup> Ad hoc Program Advisory Committee. (2015).

# **Seneca**

## **Section 10: Program Evaluation**

## **Section 10: Program Evaluation**

See the “Policies” section of the submission for Seneca’s policy regarding program evaluation.

# **Seneca**

## **Section 11: Academic Freedom and Integrity**

## **Section 11: Academic Freedom and Integrity**

See the “Policies” section of the submission for Seneca’s policy regarding academic freedom and integrity.

# **Seneca**

## **Section 12: Student Protection**

## **Section 12: Student Protection**

See the “Policies” section of the submission for Seneca’s policy regarding student protection.

# **Seneca**

## **Section 13: Economic Need**

## **Section 13: Economic Need**

The following section includes:

- 13.1 Labour Market Analysis
- 13.2 Industrial and Occupational Profile
- 13.3 Employment Outlook
- 13.4 Institutional Supply and Student Demand
  - (i) Environmental Scan of Existing Programs
- 13.5 Comparison with Colleges in the Greater Toronto Area (GTA)
- 13.6 Jobs for Graduates of the Proposed Program
  - (i) Analyst
  - (ii) Screening Analyst
  - (iii) Emergency Management Analyst
  - (iv) External Communications Analyst
- 13.7 Transfer and Pathway Programs
- 13.8 Summary
- 13.9 Strategic Analysis
- 13.10 Anticipated Enrolment

### 13.1 Labour Market Analysis

The HBCIA program will be housed within the School of Public Safety as part of the Faculty of Applied Arts and Health Sciences. At present, no other postsecondary institution offers a program of this scope in Ontario, making the HBCIA a unique and timely program. The Justice Institute of British Columbia's (JIBC) certificate program in criminal intelligence analysis shares a few similarities with the HBCIA program; however, it is an online program that offers five courses, three of which are foundational and two that are optional in nature. Seneca's existing interdisciplinary programs in Public Safety that are all located in the Greater Toronto Area, make it well positioned to offer the proposed degree program.

The HBCIA program's focus on crime and intelligence analysis directly aligns with the priorities of the federal government's Department of Public Safety, private and public organizations and municipalities that have classified security and cyber-security as key areas of concern. Canada's public and private sectors depend on a robust and stable national security system to protect daily operations from physical and computer-based threats.

Public safety covers a broad spectrum of areas including:<sup>30</sup>

- National Security (terrorism, critical infrastructure, cybersecurity);
- Borders (law enforcement, immigration, cross-border crime);
- Crime (policing, corrections, organized crime, illicit drugs and contrabands, child exploitation on the internet/cyberbullying, human trafficking, human smuggling, gun control); and
- Emergency Management (disaster preparation/mitigation/response, emergency preparedness, natural hazards).

The HBCIA program will provide graduates with the theory, methods, and real-world competencies that are required for career advancement in today's public safety organizations in both the public and private sectors. Seneca graduates will be qualified to work for Canada Border Services Agency (CBSA), Canada Security Intelligence Service (CSIS), Canada Revenue Agency (CRA), local, provincial, and territorial police forces, and a wide spectrum of organizations such as banking, healthcare, and education. Further, since the proposed program has a stronger component of quantitative research methods than other comparable degree programs, the Seneca graduate will have a greater opportunity for entry into research jobs and admission to master's level programs where quantitative methods are a requisite.

The HBCIA program has the potential to attract Police Foundations diploma graduates, high school graduates, and transfer students to Seneca. In 2013, Public Safety Canada reported that 83% of Ontario's police recruits had a college diploma and 36% had attained a university degree.<sup>31</sup> As education and continual training become key factors in developing a professional police service and ensuring that police have the competencies to handle operational and community needs, the HBCIA program has the potential to attract police officers for advancement of further education.

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<sup>30</sup> Government of Canada. <https://www.publicsafety.gc.ca/cnt/rsrcts/pblctns/ctn-pln-cbr-scrt/index-eng.aspx>

<sup>31</sup> Government of Canada. Economics of Policing Summary Report of the Police Education and Learning Summit. <http://www.publicsafety.gc.ca/cnt/rsrcts/pblctns/plc-lrnng-smmt/index-eng.aspx#toc04.1.3>

Seneca surveyed students in the Police Foundations program for a two-week period in December 2011 and found that there was interest in the degree program. Of those who responded, 77% were very interested and the remaining 23% were interested and wanted to pursue further studies in the field.<sup>32</sup> On February 11, 2012, the School of Public Safety hosted a panel discussion on the application of crime and intelligence analysis in the field of public safety. The panel comprised four subject matter experts (SMEs) representing a range of disciplines and employers from the field of public safety. The SMEs spoke of the exponential growth of crime and intelligence analysis within the realm of public safety from public and private sector perspectives. They also highlighted the value and practicality of analysis for community-based, problem-oriented, and intelligence-led approaches in advancing public safety initiatives and agendas. At the close of the panel discussion a survey was conducted and the results revealed that approximately 89% of the respondents<sup>33</sup> were interested in pursuing studies in the field of crime and intelligence analysis.

In 2015, a total of 1,215 applications were received by the Ontario College Application Service (OCAS) for the two degree programs in criminal justice at other colleges (Bachelor of Arts in Criminal Justice at Humber College and Bachelor of Community and Criminal Justice at Conestoga College). It is important to note that there were only 163 (13%) enrollments, which indicates that 1,052 (87%) of the applicants who were interested in pursuing a bachelor's degree in this field could not be accepted. In 2013-14 (Summer 2013, Fall 2013, Winter 2014), Ontario colleges generated approximately 2,641 Police Foundations graduates, and many of them are likely to go on to higher education, which shows that there is a pool of prospective candidates from Ontario for Seneca's HBCIA program. We can justifiably expect some candidates for the proposed program from across Canada.

### **13.2 Industrial and Occupational Profile**

Under the North American Industry Classification System (NAICS) Canada 2012, Public Safety falls under three jurisdictional levels of public administration: 1) local, municipal and regional (NAISC 913); 2) provincial and territorial (NAISC 912); and 3) federal (NAISC 911).<sup>34</sup> These three subsectors of Public Administration (NAISC 91) comprise organizations engaged in legislative activities, taxation, national defence, public order and safety, immigration services, foreign affairs and international assistance, and the administration of government programs.

Industries that fall under this NAICS structure include:

- Protective services (NAICS 9131, 9121 and 9112); and
- Other public administration (NAISC 9139, 9129, 9119).

According to Canada's National Occupational Classification (NOC) system, crime and intelligence analysts are classified under Other Professional Occupations in the Social Sciences, N.E.C. (NOC 4169).<sup>35</sup> This category includes criminologists, handwriting analyst, industrial geographer, social scientist, urban sociologist, and other professional occupations in

<sup>32</sup> The survey was sent to 550 individuals from which 60 (11%) responded.

<sup>33</sup> The event was attended by 35 individuals of which 19 (54%) responded.

<sup>34</sup> Statistics Canada, North American Industry Classification System (NAICA) Canada 2012, <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=118464>

<sup>35</sup> Government of Canada, Job Bank, Other Professional Occupations in Social Science, <http://www.jobbank.gc.ca/report-eng.do?area=27236&lang=eng&noc=4169&action=final&s=2>

the social sciences not classified anywhere else. These workers are usually employed in universities and the public and private sectors; and they are engaged in job duties that are highly varied.<sup>36</sup>

### 13.3 Employment Outlook

On the snapshot date of May 15, 2014, there were 68,896 police officers in Canada.<sup>37</sup> The most recent National Household Survey data (2011) showed there were about 32,185 police officers in Ontario's labour force, of which 10,975 were employed in the Toronto region. Various police departments anticipate a need to replace retiring baby boomers in the near future.<sup>38</sup>

As Statistics Canada reports: "Technology has become a larger part of this occupation in recent years ... creating opportunities in new fields of policing, such as surveillance and electronic crimes. Greater knowledge requirements and competition to enter into this occupation has led to a trend of increasing levels of education among candidates."<sup>39</sup>

For the purpose of labour market data collection, Statistics Canada has combined two occupations, Police Officers (NOC 6261<sup>40</sup>) and Firefighters (NOC 6262), into a larger occupational group (NOC 621). The 2014 Labour Force Survey showed that in Canada, 99% of workers in this occupational group (NOC 621) worked full-time compared to the average of 81% for all occupations.<sup>41</sup>

Over the 2010-2012 period, employment increased slightly for this occupational group (NOC 621). The unemployment rate remained virtually unchanged and extremely low at 0.7% in 2012, which was well below the national average of 7.2%.<sup>42</sup>

A report by the Fraser Institute notes the following: "In 2001, there were a total of 57,076 police officers in Canada and by 2012 this number grew to 69,505—an increase of 21.8%. Over the same period, Canada's population grew from 31.1 to 34.9 million people—an increase of 12.2%. The number of police officers has grown faster than the population."<sup>43</sup>

The average annual employment income for this occupational group in 2010 was higher (\$89,651) than the average income of all occupations (\$61,495) in Ontario.<sup>44</sup> Key labour market indicators indicate that the number of job seekers was sufficient to fill the job openings in this occupational group.

<sup>36</sup> Ibid.

<sup>37</sup> Hope Hutchins (2015), *Police Resources in Canada, 2014*, Statistics Canada, Catalogue no. 85-002-X , <http://www.statcan.gc.ca/pub/85-002-x/2015001/article/14146/hl-fs-eng.htm>

<sup>38</sup> Government of Canada, Job bank, Police Officers (Except Commissioned) NOC 6261, <http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=6261&action=final&ln=n&s=2>

<sup>39</sup> Government of Canada, Job bank, Police Officers (Except Commissioned) NOC 6261, <http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=6261&action=final&ln=n&s=2>

<sup>40</sup> An update to the National Occupational Classification system between 2006 and 2011 resulted in a change to the occupational code for this occupation. However, the nature of the occupational group is the same. The new code is: 4311.

<sup>41</sup> Government of Canada, Job bank, Police Officers (Except Commissioned) NOC 6261, <http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=6261&action=final&ln=n&s=2>

<sup>42</sup> Ontario Ministry of Training, Colleges and Universities,

[https://www.app.tcu.gov.on.ca/eng/labourmarket/oif/profile.asp?NOC\\_CD=6261](https://www.app.tcu.gov.on.ca/eng/labourmarket/oif/profile.asp?NOC_CD=6261)

<sup>43</sup> Fraser Institute (2014), *Police and Crime Rates in Canada*, <https://www.fraserinstitute.org/sites/default/files/police-and-crime-rates-in-canada.pdf>

<sup>44</sup> Ibid.

In 2012 there were 113,397 workers in Canada employed in the police officer and firefighter occupational group.<sup>45</sup> Employment estimates for the 2013-2022 period are expected to total 40,394 in job openings (from new jobs and attrition) with two-thirds of the openings (27%) arising from retirements.<sup>46</sup> The retirement rate of police officers will likely be higher than the average worker generally since workers in this occupation retire earlier than those in other jobs (in 2012, the average retirement age for police officers and firefighters in Canada was 57). It is anticipated that the majority of job seekers for this occupational group will come from the educational system.<sup>47</sup> Of officers hired by police services in Canada during the calendar or fiscal year of 2013, over 7 in 10 (73%) were recruit graduates, with the remainder being experienced police officers.<sup>48</sup>

Ontario workers in policing earn between \$19.75 and \$50 per hour (2012-2013). According to the Labour Market Survey (2012), more workers in this occupational group (87%) are employed full-time than workers in other occupations (81%), and fewer (1%) are self-employed than those (15%) in other occupations.<sup>49</sup>

The federal Government of Canada launched the Public Safety Canada: Action Plan for Critical Infrastructure (2014-2017) to implement programs focused on counter-terrorism, cyber-security, climate change, globalization, and risks from purely natural hazards. Given the increasing demand for public safety in Canada, the occupation of policing is expected to be in strong demand. For example, the Information Communication and Technology Council (2012) revealed that growing security concerns among industry and the public have created a massive cyber-security market (between \$80 and \$150 billion U.S. annually) providing filtering, data mining, fusioning, and computer attacking capabilities to security services worldwide. Industry and government stakeholders interviewed by Professional Engineers Ontario (PEO) have stated that cyber security professionals are in very short supply.<sup>50</sup>

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<sup>45</sup> Government of Canada Job Bank

<sup>46</sup> Ibid.

<sup>47</sup> Ibid.

<sup>48</sup> Hope Hutchins (2015).

<sup>49</sup> Ibid.

<sup>50</sup> ICTC. [http://www.ictc-ctic.ca/wp-content/uploads/2012/10/ICTC\\_CyberSecurityReport1.pdf](http://www.ictc-ctic.ca/wp-content/uploads/2012/10/ICTC_CyberSecurityReport1.pdf)

### 13.4 Institutional Supply and Student Demand

#### 13.4(i) Environmental Scan of Existing Programs

To demonstrate the uniqueness of the proposed program, the following table contains an environmental scan of similar programs in Canada and the Greater Toronto Area (GTA).

**Table 1: Similar Programs in British Columbia and Greater Toronto Area**

PSE Institution	Schools/ Institutes	Credentials	Areas
Justice Institute of British Columbia <sup>51</sup>	School of Public Safety & School of Criminal Justice & Security	Bachelor	<ul style="list-style-type: none"> <li>• Public Safety Administration</li> <li>• Emergency and Security Management Studies</li> <li>• Law Enforcement Studies</li> </ul>
		Graduate Certificate	<ul style="list-style-type: none"> <li>• Tactical Criminal Analysis</li> <li>• Intelligence Analysis</li> </ul>
		Diploma	<ul style="list-style-type: none"> <li>• Emergency &amp; Security Management</li> <li>• Law Enforcement Studies</li> </ul>
		Certificate	<ul style="list-style-type: none"> <li>• Bylaw Compliance Enforcement &amp; Investigative Skills</li> <li>• Adult Correctional Officer</li> <li>• Investigation &amp; Enforcement Skills</li> <li>• Emergency Management</li> <li>• Emergency Management Exercise Design</li> <li>• Police Studies</li> <li>• Police Investigative Techniques and Procedures</li> <li>• Sexual Assault Investigative Procedures</li> <li>• Sheriff Recruit Training</li> </ul>
British Columbia Institute of Technology <sup>52</sup>	School of Computing and Academic Studies, Forensic Science & Technology	Bachelor of Technology	<ul style="list-style-type: none"> <li>• Forensic Investigation</li> <li>• Computer Crime</li> <li>• Crime &amp; Intelligence Analysis</li> <li>• Forensic Science</li> </ul>
		Advanced Certificate	<ul style="list-style-type: none"> <li>• Forensic Health Sciences</li> <li>• Forensic Science</li> <li>• Computer Crime</li> <li>• Crime &amp; Intelligence Analysis</li> </ul>
Sheridan College <sup>53</sup>	School of Public Safety	Diploma	<ul style="list-style-type: none"> <li>• Police Foundations</li> <li>• Community and Justice Services</li> <li>• Investigation – Public and Private</li> </ul>
Algonquin College <sup>54</sup>	Police and Public Safety Institute	Diploma	<ul style="list-style-type: none"> <li>• Community and Justice Services</li> <li>• Police Foundations</li> </ul>
		Graduate Certificate	<ul style="list-style-type: none"> <li>• Victimology</li> </ul>

<sup>51</sup>Justice Institute of British Columbia, <http://www.jibc.ca/programs-courses/schools-departments/school-public-safety>

<sup>52</sup>British Columbia Institute of Technology, <http://www.bcit.ca/cas/forensics/>

<sup>53</sup>Sheridan College, <http://www.sheridancollege.ca/academics/faculties/applied-health-and-community-studies/public-safety.aspx>

<sup>54</sup> Algonquin College, <http://www3.algonquincollege.com/pps/>

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PSE Institution	Schools/ Institutes	Credentials	Areas
Seneca College <sup>55</sup>	School of Public Safety And Police Studies	Ontario College Diploma	<ul style="list-style-type: none"> <li>Police Foundations</li> </ul>
		Graduate Certificate	<ul style="list-style-type: none"> <li>Advanced Investigations and Enforcement</li> </ul>
		Certificate	<ul style="list-style-type: none"> <li>911 &amp; Emergency Services Communications</li> </ul>
	Faculty of Continuing Education and Training	Seneca /BCIT Certificate	<ul style="list-style-type: none"> <li>Forensic Investigative Studies</li> <li>Investigative Sciences and Police Studies</li> </ul>
Georgian College <sup>56</sup>	Public Safety and Emergency Services	Honours Bachelor	<ul style="list-style-type: none"> <li>Human Services (Police Studies)</li> </ul>
		Diploma	<ul style="list-style-type: none"> <li>Police Foundations</li> <li>Community and Justice Services</li> <li>Protection, Security and Investigation</li> </ul>
		Certificate	<ul style="list-style-type: none"> <li>Pre-Service Firefighter Education and Training</li> <li>Community and Justice Services</li> <li>Criminal Investigative Techniques</li> <li>Criminal Psychology and Behaviour</li> <li>Victimology</li> </ul>
Humber College <sup>57</sup>	School of Social & Community Services	Honours Bachelor of Applied Arts	<ul style="list-style-type: none"> <li>Criminal Justice</li> </ul>
		Graduate Certificate	<ul style="list-style-type: none"> <li>Forensic Identification Services</li> <li>Forensic Practice</li> </ul>
		Diploma	<ul style="list-style-type: none"> <li>Community and Justice Services</li> <li>Police Foundations</li> <li>Protection Security and Investigation</li> <li>Protection Security and Investigation Crime Scene Investigation</li> <li>Police Foundations Leadership</li> </ul>
		Certificate	<ul style="list-style-type: none"> <li>Border and Immigration Services</li> <li>Corrections and Forensic Practice</li> <li>Criminal Intelligence Analysis</li> <li>Municipal Bylaw</li> <li>Private Investigation</li> </ul>
Conestoga <sup>58</sup>	School of Health &	Honours Bachelor	<ul style="list-style-type: none"> <li>Community and Criminal Justice</li> </ul>

<sup>55</sup> Seneca College, <http://www.senecac.on.ca/law/>

<sup>56</sup> Georgian College,

[http://www.georgianc.on.ca/coned09/coursescertificates/?f=display\\_courses&p\\_cat\\_code=PBEM&p\\_keyword=Public%20Safety%20and%20Emergency%20Services](http://www.georgianc.on.ca/coned09/coursescertificates/?f=display_courses&p_cat_code=PBEM&p_keyword=Public%20Safety%20and%20Emergency%20Services)

<sup>57</sup> Humber College, <http://communityservices.humber.ca/programs/criminal-justice>

<sup>58</sup> Conestoga, <https://www.conestogac.on.ca/health/>

Section 13: Economic Need

PSE Institution	Schools/ Institutes	Credentials	Areas
	Life Sciences and Community Services	Diploma	<ul style="list-style-type: none"> <li>• Protection, Security and Investigation</li> <li>• Police Foundations</li> <li>• Advanced Police Studies</li> </ul>
Fanshawe College <sup>59</sup>	School of Public Safety	Graduate Certificate	<ul style="list-style-type: none"> <li>• Advanced Police Studies</li> <li>• Public Safety Leadership</li> </ul>
		Diploma	<ul style="list-style-type: none"> <li>• Police Foundations</li> <li>• Protection, Security and Investigation</li> </ul>
		Certificate	<ul style="list-style-type: none"> <li>• Public Safety Fundamentals</li> </ul>

<sup>59</sup> Fanshawe College, <http://www.fanshawec.ca/programs-and-courses/academic-schools/school-public-safety>

### 13.5 Comparison with Colleges in the GTA

In Ontario, Conestoga and Humber College are the only colleges in the region that offer a degree program related to the proposed program in crime and intelligence analysis. The Honours Bachelor of Community and Criminal Justice, offered at Conestoga through the School of Health & Life Sciences and Community Services, is focused on policing. The Honours Bachelor of Applied Arts in Criminal Justice offered at Humber College through the School of Social & Community Services also focuses specifically on police work.

Humber College and Georgian College both offer courses and certificates in the field of crime, criminality, and intelligence analysis through part-time studies; however, no other degree program in the area of Crime and Intelligence Analysis exists in the province. Therefore, in the absence of available data, the following analysis is limited to the Honours Bachelor of Community and Criminal Justice delivered at Conestoga and the Honours Bachelor of Applied Arts in Criminal Justice delivered at Humber College.

Conestoga's Honours Bachelor of Community and Criminal Justice provides students with the skills to analyze the reasons for crime and the various approaches to crime prevention, and emphasizes the importance of inter-agency and inter-professional collaboration in addressing both individual and societal issues related to crime.<sup>60</sup>

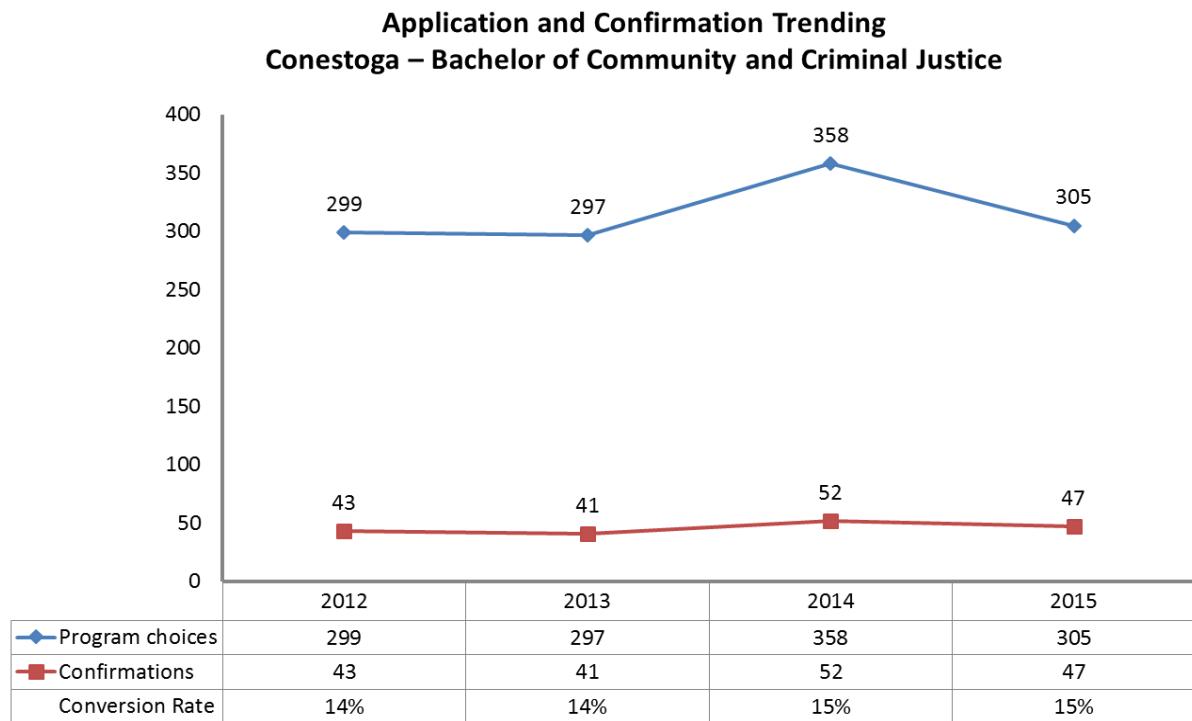
The Ontario College Application Service (OCAS) data for the 2012-2015 period (see Chart 1) show there were 297 to 358 applications annually. The number of annual confirmations ranged between 41 and 52. Annual conversion rates have been between 14% and 15%.<sup>61</sup>

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<sup>60</sup> Conestoga College, Community and Criminal Justice, <https://www.conestogac.on.ca/fulltime/1240C.jsp#PO-OC>

<sup>61</sup> Ontario College Application Service (OCAS), Application and Confirmation Report.

**Chart 1: Application and confirmation trending, Conestoga College, Honours Bachelor of Community and Criminal Justice, 2012-2015<sup>62</sup>**



The 17 graduates of this program who participated in the 2013-2014 KPI Graduate Satisfaction Survey had a higher rate of labour force participation (82% vs. 75%) and a higher rate of employment (92% vs. 84%) compared to graduates of all Ontario college programs.<sup>63</sup>

<sup>62</sup> Ontario College Application Service (OCAS), Application and Confirmation Report

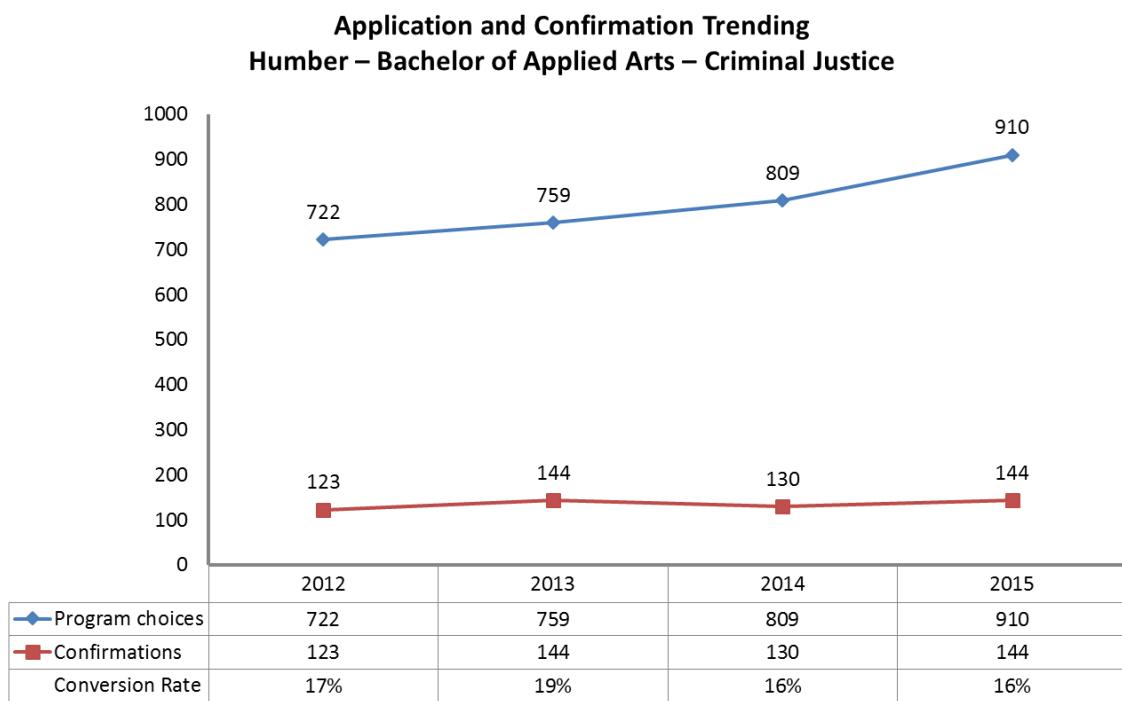
<sup>63</sup> Derived from 2013-14 KPI Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

### Humber College: Honours Bachelor of Applied Arts – Criminal Justice

The Honours Bachelor of Applied Arts – Criminal Justice at Humber College provides students with a broad-based understanding of the criminal justice system. Graduates apply their knowledge and skills in a variety of settings including institutional and community-based correctional systems, crime prevention programs, community agencies and law enforcement sectors.<sup>64</sup>

Ontario College Application Service (OCAS) data for the 2012-2015 period (see Chart 1) shows a high number of applications for this program at 722 to 910 annually. The number of annual confirmations rose from 123 in 2012 to 144 in 2015. Annual conversion rates have been between 16% and 19%.<sup>65</sup>

**Chart 2: Application and confirmation trending, Humber College, Honours Bachelor of Applied Arts – Criminal Justice, 2012-2015<sup>66</sup>**



The 39 graduates of this program who participated in the 2013-2014 KPI Graduate Satisfaction Survey had a higher rate of labour force participation (85% vs. 75%) and a higher rate of employment (87% vs. 84%) compared to graduates of all Ontario college programs.<sup>67</sup>

<sup>64</sup> Humber College, Bachelor of Applied Arts – Criminal Justice, <http://www.humber.ca/program/bachelor-applied-arts-criminal-justice>

<sup>65</sup> Ontario College Application Service (OCAS), Application and Confirmation Report

<sup>66</sup> Ontario College Application Service (OCAS), Application and Confirmation Report

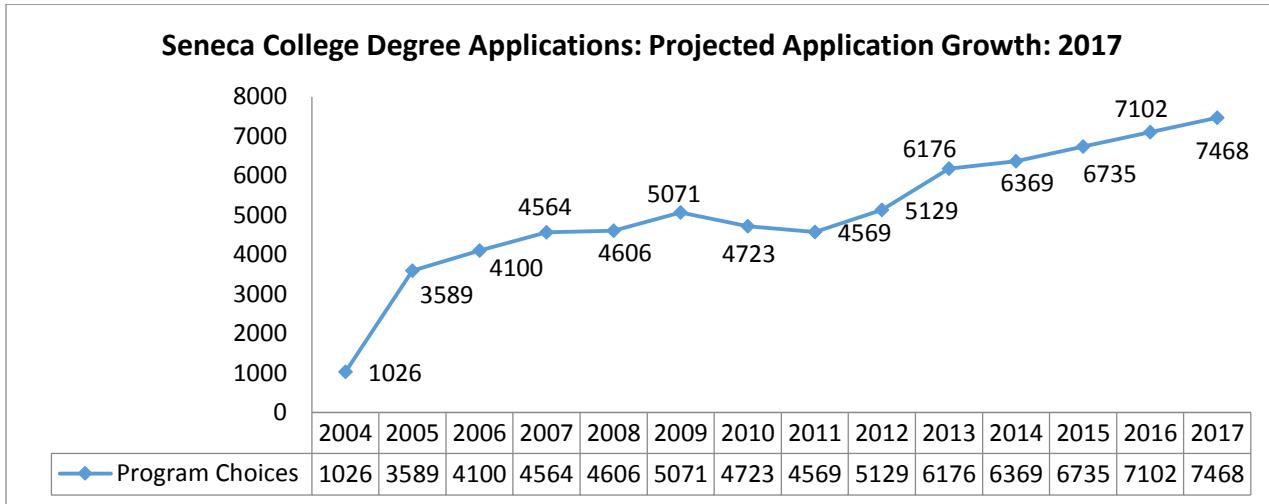
<sup>67</sup> Derived from 2013-14 KPI Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

### Seneca College: Projected Growth for Degree Applications

Seneca is extremely well positioned to offer the Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program. The Higher Education Quality Council of Ontario (HEQCO) identifies Seneca College as one of three market leaders granting degrees at Ontario colleges.<sup>68</sup>

As Chart 3 indicates, HEQCO projections estimate Seneca College will have over 1,500 degree-level students enrolled by 2014, with 1,674 students enrolled by 2015.<sup>69</sup>

**Chart 3: Seneca College Projected Application Growth 2004-2017**



<sup>68</sup> Martin Hicks, Harvey P. Weingarten, Linda Jonker and Shuping Liu, *The Diversity of Ontario Colleges: A Data Set to Inform the Differentiation Discussion*, Higher Education Quality Council of Ontario.

<sup>69</sup> Ibid.

### **13.6 Jobs for Graduates of the Proposed Program**

Not many Canadian institutions are currently preparing students to fill the positions of crime and intelligence analysts. Only two programs exist with some relevance but a full program preparing students for IACA and IALEIA certifications is absent. British Columbia Institute of Technology (BCIT) is offering an option in crime and intelligence analysis as part of their degree program in Bachelor of Technology in Forensic Investigation. The program offered by Justice Institute of British Columbia (JIBC) is a Graduate Certificate in Intelligence Analysis. These programs minimally meet the requirements of IACA or IALEIA certifications which require a broad understanding of the criminal justice system and criminology. The program at BCIT is primarily about investigations and much about intelligence analysis except for an introductory course. The JIBC program comprises of five courses focusing on intelligence. All other criminology/criminal justice programs in Canada, at the most provide generic courses on law enforcement. But the positions of crime analysts and intelligence analysts require rigorous courses in statistics, research methods, tactical and strategic crime analysis, intelligence analysis, and geographical information systems in addition to the generic criminology and criminal justice courses offered in undergraduate degrees in law enforcement as shown in the job advertisements pasted below.

Graduates of the proposed degree program could be employed in policing occupations or in professions throughout the public or private sector. Analyst, Screening Analyst, Emergency Management Analyst, and External Communications Analyst, are four examples of job descriptions in the field of crime and intelligence analysis.

### 13.6(i) Analyst

Canadian Security Intelligence Service (CSIS)

Major Responsibilities:

- Organize, analyse, and integrate open and classified information for the production of intelligence reports that assess the importance of significant operational developments domestically and internationally as well as identify intelligence gaps.
- Design and deliver presentations on topics of expertise to our internal/external clients and partners on a national and international level.
- Negotiate and liaise with operational branches and consult with management to determine the content and scope of the reports.
- Attend national and international conferences related to area(s) of responsibility, commenting on and assessing topics of interest to enhance knowledge, awareness and understanding.
- Represent the Organization in discussions/exchanges with the Canadian intelligence community and Government fora as well as meetings with foreign intelligence services and foreign government agencies.
- Task open-information researchers, advising on search parameters, monitoring output and reviewing results.
- Provide comments and feedback on draft papers as well as respond to foreign partners' request for information.
- Advise/guide and act as mentor to new analysts by overseeing and providing input/recommendations on their draft reports as required.

### Education

- Undergraduate degree and (4) four years of experience\*

\*Experience in conducting in-depth research and analysis

\*Experience in drafting intelligence products or in drafting policy products

Intelligence Products are defined as the results obtained by researching and integrating, evaluating and analyzing all available data to create a variety of products that may range from single-source, event-oriented reports to longer-term, all-source, finished studies.

Policy Products are defined as the results of the work supporting the development of policies, standards, procedures and guidelines, or program delivery. It normally involves research, analysis, consultation, and synthesis of information and may make recommendations or evaluate options.

### Experience

Knowledge of global issues and trends related to National Security, including terrorism and/or espionage, and their implications for Canada and Canadians.

### 13.6(ii) Screening Analyst

Canadian Security Intelligence Service (CSIS)<sup>70</sup>

Major responsibilities:

- Analyze data in government security clearance or immigration applications, compare and research it against information in databases.
- Decide whether an applicant may pose a potential threat to national security and, if so, provide a written assessment.
- Consult and follow relevant Service and Treasury Board Secretariat (TBS) policies and guidelines.
- Liaise / consult verbally or in writing with geographic operations experts when necessary.
- Provide advice and train new Security Analysts, as appropriate.
- Verify that all security screening requests submitted are completed accurately.

### Education

Level 5

- Undergraduate degree plus one year of experience
- College diploma plus three years of experience

Underfill Level 4

- Undergraduate degree\*
- College diploma + two (2) years of experience \*

\* The educational program must be from an accredited learning institution recognized in Canada.

### Experience

\* Experience in research and analysis within the last five (5) years

NOTE: Any higher level of education could be recognized as experience.

\*A written examination will be administered for the screening of candidates.

### Competencies

Ability to learn, analytical skills, decisiveness, communication, and rigour

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<sup>70</sup>Canadian Security Intelligence Service. Retrieved January 5, 2016 at <http://www.csiscareers.ca/en/jobs/technical-officer>

### 13.6(iii) Emergency Management Analyst

Canadian Security Intelligence Service (CSIS)<sup>71</sup>

Major responsibilities:

- Responsible for the analysis and assessment of information from classified and open sources for special events and incident management as well as to provide support as a resource person within the section.
- Administer on-going liaison and advisory program with concerned Operational desks, Regions, CSIS employees stationed abroad and Liaison Officers (LOs) of other government departments/agencies by analysing, evaluating and interpreting information obtained from all sources.
- Evaluate, assess complex data and provide information analysis by preparing reports and providing recommendations to Service's Management.
- Research, analyse and evaluate information within operational databases and coordinate operational follow-up of the results of analysis.
- Advise core Federal Government Departments based on evaluation and assessment of operational situation and activate emergency procedures by alerting the Operations Centres of the affected Federal Government Departments.
- Administer Liaison Program by providing continuous (24/7) point of contact and Operational support for the Service including CSIS employees stationed abroad and Foreign Liaison contacts in Canada as well as for other government departments and agencies.
- Analyse information received through the Service's public and internal telephone lines, by obtaining, evaluating and interpreting potentially sensitive information and establishing appropriate course of action.
- Act as a resource person by providing training on various section programs and tools and by providing support to Major Events & Operational Preparedness.
- Research and analyze information available from different sources (mass media, Internet, etc.) by collaborating with operational desks to assess value of data obtained and to provide key information to desks.

#### Education

- Undergraduate degree and two (2) years of experience \*
- College diploma and four (4) years of experience \*

\*Experience in conducting research from various (open) sources and analyzing the information in order to draw inferences or make recommendations verbally or in writing.

#### Asset

- An awareness of global issues and trends related to terrorism and espionage and their implications for Canada and Canadians interests.

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<sup>71</sup> Canadian Security Intelligence Service. Emergency Management Analyst/CSIS Careers. Retrieved January 5, 2016 at <https://www.csiscareers.ca/en/jobs/emergency-management-analyst>

### 13.6(iv) External Communications Analyst

Canadian Security Intelligence Service (CSIS)<sup>72</sup>

Major Responsibilities:

- Scheduling the workload to meet time sensitive deadlines to expedite delivery by categorizing messages according to their urgency and destination time zone.
- Performing maintenance on all systems and on all communication links.
- Recommending and proposing new internal procedures to increase productivity and quality of services performed by the External Communication Centre (ECC).
- Engaging in the verification of messages received/sent to the ECC to ensure they comply with the established procedural security standards and recommend corrective measures when appropriate.
- Liaising with CSIS internal and external clients by responding to their queries and suggesting solutions to resolve their problems.
- Administering/maintaining the main ECC email account to ensure the process of all incoming and outgoing message traffic is proper and performed in a timely fashion.
- Communicating daily with CSIS Officers stationed abroad, respond to their queries and provide help desk support when required.
- Monitoring/maintaining multi-level secure communication links and ensure all COMSEC security integrity is adhered to.

#### Education

- College diploma and (2) two years of experience\*

\* *Experience providing client services.*

\* *Experience in working in a computer-based environment using technical computer systems and facsimile devices.*

NOTE: Any higher level of education (i.e.: Bachelor, Masters, Doctorate) in a related area could be recognized as experience.

#### Experience

- Courses in the informatics discipline.
- Experience working in a telecommunications environment.

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<sup>72</sup> Canadian Security Intelligence Service. External Communications Analyst/CSIS Careers. Retrieved January 5, 2016 at <https://www.csiscareers.ca/en/jobs/external-communications-analyst>

### 13.7 Transfer and Pathway Programs

The proposed program has been designed to provide a transfer of students interested in degree completion options. Graduates of the Ontario Colleges' Police Foundations (PF) program have the opportunity to move directly into term four of the proposed program.

Seneca's peer market has a high level of transfer opportunities from competitor colleges. Applications to Police Foundations programs approached or exceeded 1,000 for the 2015 Fall cycle, with application to confirmation conversion rates well over 20%. Confirmation of enrolment conversion rates were 80% and above indicating a very high level of student commitment to the program. The potential transfer base into the second term of the second year of the proposed program is identified in the table below.

**13.7(i) Table 3: Transfer and Pathways Programs in the GTA, Fall 2015**

College	Program	Apps.	Confirm.	Enroll	Application to Confirmation Conversion Rate	Confirmation to Registration Conversion Rate
Seneca College	Police Foundations	1059	197	201	18.6%	102.0%*
Humber College	Police Foundations	1660	398	344	24.0%	86.4%
Durham College	Police Foundations	812	197	181	24.3%	91.9%
Sheridan College	Police Foundations	986	304	285	30.8%	93.8%
Mohawk College	Police Foundations	1008	287	249	28.5%	86.8%

\*Note: This amount exceeds 100% because some students applied directly to Seneca, not through Ontario College Application Service (OCAS).

### 13.8 Summary

Graduates of this high-affinity program are likely to have two additional advantages. First, a strong research foundation and studies in quantitative methods, the graduates of this program are likely to be strong candidates for admission to higher degrees, especially masters in criminology and criminal justice. Second, with this strong background in research and quantitative methods, the graduates are ideal candidates for research positions in public safety organizations.

The proposed program will likely have a high application pool, particularly in term four with the potential transfers from the Police Foundations diploma programs in the market. The job prospects are fair because of the low attrition rate in the police forces, however, employment opportunities in related areas also aid in employment.

### 13.9 Strategic Analysis

According to Statistics Canada, the police-reported crime rate, which measures the total volume of crime per 100,000 population continued to decline in 2011 marking the eighth consecutive drop in Canada's crime rate.<sup>73</sup> <sup>74</sup> However, Canada continues to face other threats to public safety, of which the Canadian Security Intelligence Service (CSIS) has identified five priority areas: security screening; terrorism; proliferation of weapons of mass destruction; espionage and foreign interference; and information security threats.<sup>75</sup>

Seneca's proposed program will provide students with the training required to work in the public safety sector, with specialized skills in crime and intelligence analysis as well as the corporate sector.

Seneca is a leader in the provision of related programs, which would attract students who leave high school and transfer students who are external and internal to the college. The related programs include: Honours Bachelor of Technology – Informatics and Security; Advanced Investigations and Enforcement (graduate certificate); Forensic Investigative Studies (part-time certificate); Police Foundations (diploma); Financial Crime Analysis (offered through the Canadian Institute for Financial Crime Analysis); 911 & Emergency Services Communications (certificate). There is a high potential for internal transfers from any of these programs.

In addition, there is considerable potential to attract transfer students from: 1) Georgian College's Bachelor of Human Services (Police Studies) and the Continuing Education programs in Community and Justice Services, Justice and Public Safety, and Terrorism Threat Assessment; 2) the Police Foundations programs at Centennial, Durham, Humber, and Sheridan; and 3) students enrolled in courses in Criminal Intelligence Analysis offered through Continuing Education at Humber College and Georgian College. These programs and courses could serve as feeder or transfer opportunities for students and graduates.

### 13.10 Anticipated Enrolment

The proposed program projects an initial enrolment target of thirty-five students for the intake for the first year, with an additional forty diploma to degree pathway students entering term four from Seneca's two-year Ontario College Diploma in Police Foundations. Graduates who have completed the one-year Graduate Certificate in Advanced Investigations and Enforcement may receive additional transfer credits in pursuit of the proposed program.

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<sup>73</sup> Statistics Canada, Police Reported Crimes Rates in Canada 2011, <http://www.statcan.gc.ca/pub/85-002-x/2012001/article/11692-eng.htm>

<sup>74</sup> This may also be as a result of increased efforts within and across Canada to develop and maintain a strong public safety labour force.

<sup>75</sup> Canadian Security Intelligence Services, Our Priority Areas, <https://www.csis-scrs.gc.ca/index-en.php>

# **Seneca**

## **Section 14: Duplication**

## **Section 14: Duplication**

The following section includes:

- 14.1 Introduction
- 14.2 Similar or Related College Programs
  - (i) Two Comparators outside Ontario
  - (ii) Comparison to Ontario College Bachelor Degree Programs
- 14.3 Similar or Related University Programs
  - (i) Comparison to Ontario University Degree Programs
- 14.4 Summary

## 14.1 Introduction

Agencies employing individuals in crime and intelligence analysis include the Royal Canadian Mounted Police, Ontario Provincial Police, York Regional Police, Toronto Police Service, Peel Regional Police Service, Durham Regional Police Service and the Security Executive Council, which represents a consortium of private sector businesses.

The proposal for the Honours Bachelor of Crime and Intelligence Analysis (HBCIA) program is distinct from programs offered by other Ontario colleges or universities. This distinctiveness is evidenced in the integration of public safety, criminology and criminal justice, and a strong skill set in the quantitative and qualitative research methods and technological applications for crime and intelligence analysis. The degree offers students the opportunity for further certification with the International Association of Crime Analysts (IACA) and the International Association of Law Enforcement Intelligence Analysts (IALEIA) and a curriculum that emphasizes Seneca's institutional core literacies (see 4.4(iv) Institutional Core Literacies).

Three bachelor's degree programs currently exist at Ontario Colleges but differ in focus. They include:

1. Humber College: Honours Bachelor of Applied Arts (focus on Criminal Justice)
2. Georgian College: Honours Bachelor of Applied Human Services (focus on Police Studies)
3. Conestoga College: Honours Bachelor of Community and Criminal Justice (focus on community institutions)

These colleges offer similar courses in criminology, criminal justice, the social discussions of the impact of Canada's diverse cultural landscape, and the liberal studies options. The university comparators (noted in 14.3) also offer similar degrees in Criminology and Criminal Justice and thus situate the learner in a similar discussion. The differentiator is that Seneca's proposal establishes a unique program focused on a socio-political critical lens, the analytics and techniques of data assessment, and the generation of intelligence to support crime intervention and reduction strategies across different professional fields in public safety.

The degree proposal from Seneca differs again from the offerings outside Ontario at the British Columbia Institute of Technology (BCIT), the Justice Institute of British Columbia (JIBC), and Mercyhurst College. Seneca's program prepares graduates with more depth in the methods and methodology of assessing data across different professional fields yet remaining situated in the area of crime and public safety. The following is a list of the programs considered comparable:

1. BCIT: Bachelor of Technology in Forensic Investigation
2. JIBC: Intelligence Analysis (Graduate Certificate)
3. Mercyhurst College (U.S.): Bachelor of Arts in Criminal Justice (concentration in Crime and Intelligence Analysis)

The Bachelor of Arts in Criminal Justice (concentration in Crime and Intelligence Analysis) offered at Mercyhurst College is the most comparable to the HBCIA program. The program at Mercyhurst, however, is three years in duration.

## 14.2 Similar or Related College Programs

A comparison of the HBCIA program with the degrees offered by other colleges offers the following conclusions:

- HBCIA program is a specific and focused degree. Seneca's degree offers students a broad understanding of criminal behavior and public safety institutions but integrates specific substantive and methodological knowledge on crime and intelligence analysis.
- The proposed program provides graduates the skills and knowledge to gain IACA and IALEIA certification.
- HBCIA program brings the related disciplines of crime analysis and intelligence analysis under one umbrella while providing a broad background in criminology, criminal justice, law, and public safety institutions.
- The depth and level of applied skills in analytics in this program is substantive as evidenced in the number of courses, the work integrated learning opportunity, the research and applied research component, and the application within the professional fields in year four.

The proposed program meets the need in the marketplace by:

- Incorporating a solid understanding of the analytics of crime and intelligence;
- Integrating quantitative skills, geographical information system (GIS), technology, and a sound understanding of criminology and criminal justice system to support decision making processes; and
- Providing graduates with the critical thinking and leadership skills that public safety institutions require.

### 14.2(i) Two Comparators outside Ontario

As part of the research, it was identified that there are only two other Canadian academic institutions that offer courses or programming in crime and intelligence analysis. They are:

1. British Columbia, Canada: British Columbia Institute of Technology (BCIT)  
Bachelor of Technology in Forensic Investigation (Crime and Intelligence Analysis option)

The program is offered part-time and largely in-class with some online courses. There is one course on intelligence analysis and in our opinion it does not provide a broad-based understanding of criminology and the criminal justice system.

2. British Columbia, Canada: Justice Institute of British Columbia (JIBC)  
Graduate Certificate in Intelligence Analysis

The program is offered online and launched its first intake in September 2012. It has a focus on crime intelligence and offers five courses, three foundational and two optional courses.

Currently, there is no academic credential in this field in Canada outside of British Columbia.

## 14.2(ii) Comparison to Ontario College Bachelor Degree Programs

The proposed program is distinct from similar or related degrees offered in Ontario colleges. The HBCIA program complements rather than duplicates existing educational initiatives that offer courses that encourage critical thinking and analysis in the field of public safety, and which are dynamic in design, rationale, and delivery. Although there are three undergraduate programs that concentrate on criminal justice, Seneca's HBCIA program fills gaps in content and level of application of other programs.

Three other programs currently exist at Ontario colleges and are similar in offering foundation courses but differ in specializations. They include:

1. Georgian College: Honours Bachelor of Applied Human Service (Police Studies)
2. Humber College: Honours Bachelor of Applied Arts (Criminal Justice)
3. Conestoga: Bachelor of Community and Criminal Justice

These colleges have similar overlapping curricula and thus tap into the same potential student population but Seneca's proposal establishes a unique focus in the application of analytical skills and has the potential to draw from a much broader student population.

### **1. Institution: [Georgian College](#)**

**Program Name and Credential:** Honours Bachelor of Applied Human Services (Police Studies)

**Program Description:** This program encourages a broad critical understanding of the nature, role, and function of policing. Learners explore a variety of topics offering opportunities for careers in law enforcement. The program learning outcomes value an integrated learning approach to police education that will provide a diverse spectrum of students with the critical mix of professionalism, technical/legal expertise, and analytical skills necessary to succeed in justice-related careers. The program learning outcomes are designed to directly calibrate with the policing community and its high professional standards. Georgian's approach is incremental and promotes increasingly complex levels of critical reflection.

#### **Analysis of Similarities:**

Both degree programs recognize the significance of providing students with the critical mix of professionalism, technical/legal expertise, and analytical skills necessary to succeed in justice-related careers.

#### **Analysis of Differences:**

Seneca's HBCIA program provides a broad base in criminological theory and knowledge of public safety institutions and focuses on crime and intelligence analysis. The degree at Georgian College is situated primarily on policing.

Seneca's HBCIA program recognizes the accreditation of external organizations (IACA and IALEIA) as a benefit for its degree, whereas, it is not evident that Georgian's degree has the same intent.

Seneca's degree places a strong emphasis on research methods and courses in analysis while Georgian's degree has one course on research methods in policing.

<p><b>2. Institution:</b> <a href="#">Humber College</a></p> <p><b>Program Name and Credential:</b> Honours Bachelor of Applied Arts (Criminal Justice)</p> <p><b>Program Description:</b> This program provides students with a broad-based understanding of the criminal justice system. The curriculum combines both theory and applied skills, providing the breadth of knowledge and experience graduates need to meet the demands of a position in this field. Special emphasis is placed on understanding the perspectives of offenders, front-line professionals, administrators, the community and others who come into contact with the criminal justice system. Introductory courses provide a fundamental understanding of key concepts and theoretical approaches developed in relation to crime, victimization, criminalization, criminal justice and penal practice. Subsequent criminal justice course content includes more in-depth study of: the nature and causes of crime; processes for managing crime, deviance and victimization; community safety; rehabilitation; recidivism; progressive reforms; restorative justice; and, alternatives to incarceration.</p>
<p><b>Analysis of Similarities:</b></p> <p>The two programs are similar in their foundational courses related to crime and the criminal justice system and both offer an integrated work experience.</p> <p>Each program offers specialization, Humber's specialty is with the interaction of frontline workers and offenders with the criminal justice system and Seneca's specialty is with analytics.</p> <p>Humber and Seneca have designed programs from a multidisciplinary approach and offers employability training, emphasizing critical thinking, analytical, organizational, and interpersonal skills such as communications, team building, and leadership.</p> <p><b>Analysis of Differences:</b></p> <p>Humber's degree has a broader focus on more than one aspect of the criminal justice system. Seneca's degree focuses on emerging and previously neglected but vital aspects of public safety—crime and intelligence analysis.</p> <p>Humber graduates are trained for jobs in institutional and community-based correctional systems, crime prevention programs, community agencies and law enforcement sectors. Seneca's graduates will be prepared for employment in crime and intelligence supported by a broader understanding of criminology, criminal justice, and public safety institutions. They will also be well-equipped for employment in criminal justice and public safety institutions.</p>

3. Institution: [Conestoga](#)

**Program Name and Credential:** Honours Bachelor of Community and Criminal Justice

**Program Description:** This provides graduates a credential to pursue a career as probation officers, counselors for troubled youth, or police officers. They also have the ability to work with the public to prevent and respond to crime. Graduates have the analytical skills to comprehend why some turn to a life of crime and more importantly, how it might help prevent it from happening. In addition, graduates are ready to research, initiate, and implement and evaluate social policy and social programs. After the completion of their second year, students have the opportunity to concentrate their studies in Policing or Community Justice.

**Analysis of Similarities:**

Seneca's and Conestoga's programs are very similar in their broad focus on criminal justice. Both offer a work integrated learning opportunity and have a good range of course offerings.

**Analysis of Differences:**

While Conestoga's degree program focuses on policing and social institutions such as probation and parole offices, correctional and treatment facilities, various residential centres, and other community criminal justice agencies, Seneca's program differs with a focus primarily on crime and intelligence analysis.

### **14.3 Similar or Related University Programs**

#### **14.3(i) Comparison to Ontario University Degree Programs**

Twelve Ontario universities (see below) offer programs in areas such as criminal justice, public policy, criminology, and justice. As a result, Seneca's proposal is situated within the cluster of other relevant undergraduate degrees offered at Ontario universities in the core areas of the humanities, criminal justice, public policy, criminology, and police studies. The distinction with Seneca's proposal is the specialization in the analytics of crime and intelligence.

This section presents a comparative analysis of the first five programs listed below and identifies similarities and differences between the proposed program and those offered in university programs in Ontario.

1. University of Toronto, Woodsworth College: BA, Criminology
2. University of Ontario Institute of Technology: Bachelor of Criminology and Justice
3. Ryerson University: BA, Criminal Justice
4. York University: BA, Criminology (Honours, Minor and Major, Double Major)
5. University of Ottawa: BSocSc, Criminology (Minor, Major, Joint with Women's Studies)
6. Laurentian University: BA, Law and Justice
7. Nipissing University: BA, Criminal Justice, BA, Criminology, BA, Policing
8. University of Guelph: Bachelor of Criminal Justice and Public Policy
9. Brock University: BA, Policing and Criminal Justice
10. Wilfred Laurier University: BA, Criminology
11. University of Windsor: BA, Criminology
12. Carleton University: BA, Criminology and Criminal Justice

**1. Institution:** [University of Toronto—Woodsworth College](#)

**Program Name and Credential:** BA, Criminology

**Program Description:** The undergraduate program in Criminology is an interdisciplinary program that provides students with a foundation for understanding crime, the administration of justice in Canada, and more generally the processes of social order and disorder. The focus on criminology incorporates theory, research methods, and knowledge from a wide range of other disciplines such as history, political science, sociology, law, psychology, economics, and philosophy.

The program explores the nature of crime, the complexities of how society responds to it, and the conflicting values inherent in the criminal justice system. Areas of study include crime and criminal behaviour, theories of crime causation, criminal justice, principles and themes of Canadian criminal law, and an introduction to the criminal justice system. Students in the major and specialist programs have an opportunity to choose courses based on their areas of interest, for example, youth, gender, mental disorders, and law.

**Analysis of Similarities:**

Both Seneca and Woodsworth College provide a program that addresses an in-depth understanding of criminology and the criminal justice system and offer specializations in different areas.

**Analysis of Differences:**

The Woodsworth degree explores the nature of crime, the complexities of how society responds to it, and the conflicting values inherent in the criminal justice system. The program offers concentrations in youth, gender, mental disorders and law.

Seneca's degree prepares its' graduates to work as crime and intelligence analysts and to pursue certifications with IACA and IALEIA.

**2. Institution:** [University of Ontario Institute of Technology \(UOIT\)](#)

**Program Name and Credential:** Bachelor of Arts, Criminology and Justice (Honours)

The program is suited for students who want a career in criminology, justice, and social services or who want to attend graduate school. The program provides an extensive understanding of crime and the justice system. Students build an integrated approach to justice services through the examination of each of the justice system's components, including the victim. Students have the opportunity to continue with the comprehensive program or to choose one of four areas of specialization: criminal justice; gender, sexualities and justice; race, ethnicity and justice; and, youth, crime and justice.

**Analysis of Similarities:**

This program has comparable foundation courses to build a solid foundation of crime and criminal justice knowledge.

**Analysis of Differences:**

In this program, students choose specializations in criminal justice; gender, sexualities and justice; race, ethnicity and justice, or youth, crime and justice. At Seneca, the focus is on crime and intelligence analysis.

Seneca's proposed program offers students a work-integrated learning opportunity in addition to a capstone research project. At the University of Ontario Institute of Technology, students gain valuable research experience working directly with faculty through the Student Work Assistance program.

**3. Institution:** [Ryerson University](#)**Program Name and Credential:** BA, Criminal Justice

**Program Description:** This program focuses on the criminal justice system and its relationships with individuals (as victims and/or offenders), professionals (prosecutors, police officers, youth workers), and communities. Students learn about the core issues facing the system, why some issues are so controversial, as well as some of the innovative and creative changes which are possible in handing down justice.

Students are prepared to work as police or correctional officers, security or case workers, or to work with young offenders in community or institutional settings. They also have opportunities to work with women in conflict with the law, supervise offenders in the community on probation or parole, provide services to victims of crime, support inmates upon their release from prison, and become involved in community-based alternatives in the criminal justice system.

**Analysis of Similarities:**

Seneca College and Ryerson University's programs give students a broad and comprehensive grounding in criminology and criminal justice institutions.

**Analysis of Differences:**

Ryerson's degree focuses on the criminal justice system and its relationships with victims and/or offenders, prosecutors, police officers, youth workers and communities, while Seneca's program offers a specialization in crime and intelligence analysis.

**4. Institution:** [York University](#)

**Program Name and Credential:** BA Honours, Criminology (Minor and Major, Double Major)

**Program Description:** This program focuses on the analysis of crime, criminality, delinquency and social control, organized crime, systems of justice, murders, and crimes in the 21st Century. It also examines the culture of crime by looking at literature produced by people in prison and exile. The theoretical and methodological approaches central to criminology are complemented by a number of disciplines including anthropology, history, political science, sociology, philosophy and psychology.

In this program, students discover how different societies have defined and deterred crime. They also consider the social, political and economic factors that have influenced the criminal justice system now and in the past. The program boasts a well-known and dedicated group of professors researching topics such as transnational crime and policing, race and crime, money laundering, violence against women and organized crime. The intended careers are community outreach worker, conflict mediator, policy analyst or researcher.

**Analysis of Similarities:**

The programs at York University and Seneca College have similar program structures; they both offer a broad range of criminology and criminal justice foundational courses and specialized areas.

**Analysis of Differences:**

York's program concentrates on transnational crime and policing, race and crime, money laundering, violence against women, and organized crime, while Seneca's program will prepare graduates to work as crime and intelligence analyst professionals.

**5. Institution:** [University of Ottawa](#)

**Program Name and Credential:** Honours BSocSc, Criminology (Minor, Major, or Joint with Women's Studies)

**Program Description:** This program offers teaching and research expertise in analysis of criminal justice policy and practice and critical theories in criminology. Students are invited to think about the roles and responsibilities of different actors in the justice system (police, practitioners, judges, politicians, and victims) and the different strategies in place to respond to behaviour deemed against the law. Students enrolled in the programs can also benefit from the expertise developed by numerous research teams affiliated with the Department.

In addition to the theoretical education, some students also have the option of gaining meaningful hands-on experience through field placements in various criminal justice agencies. The Department offers students a solid education in criminological theory and also practical experience through its 360 hours of internship. Interns work with agencies active in the area of criminal and social justice.

**Analysis of Similarities:**

The programs at Ottawa and Seneca are similar in the overall conceptualization, content, and general foundational knowledge of criminology and criminal justice institutions. Work-integrated learning experience and research opportunities are also components of both programs.

**Analysis of Differences:**

Ottawa's programs are mostly focused on policy analysis in the areas of policing, violence against women, restorative justice, corporate crime, drug policy, sex work, youth justice, prisons, history and reform of the criminal justice system, political violence, surveillance, and cybercrime. Seneca's compact program of crime and intelligence courses is grounded in criminological theory, criminal justice, and the public safety system.

#### 14.4 Summary

Most of the programs in criminology and criminal justice that have been discussed have several of the following similar components:

- Employability skills and core literacies;
- Liberal studies options;
- General understanding of criminology, law, and the criminal justice system; and
- Some specialization in the criminal justice system or criminology.

Seneca's program shares some similarities to the other comparable programs; however, it differs in the specialty it plans to offer with analytics and intelligence analysis. The proposed program is unique in the integration of public safety, criminology, and criminal justice knowledge and the strong preparation in substantive and methodological areas of crime and intelligence analysis. Until now, this combination has not been available with any other program at colleges or universities. Some of the programs may have one or two introductory courses in crime and/or intelligence analysis, however, the HBCIA program is far more substantive in technical and methodological rigour.

Seneca provides a large number of courses to cover both crime and intelligence analysis. The courses include: *Introduction to Crime and Intelligence Analysis; Statistics for Public Safety; Investigation and Evidence; Tactical Crime Analysis Techniques; Introduction to Crime Mapping; Social Media Analysis; Applications of Strategic Intelligence; Technology Applications in Crime and Intelligence Analysis; Professional Communication of Analyses; Research Methods, Business Intelligence, and Anti-Money Laundering and Counter Terrorist Financing*. This rich course offering prepares graduates for further certification with professional organizations such as the International Association of Crime Analysts (IACA) and the International Association of Law Enforcement Intelligence Analysts (IALEIA). The program's unique specialty in analytics and the substantive and methodological rigour to prepare for certification are the key differentiators of this degree proposal.

# Seneca

## Section 15: Optional Material

## **Section 15: Optional Material**

The following section includes:

- 15.1 Program Advisory Terms of Reference
- 15.2 International Association of Crime Analysts (IACA), Certified Law Enforcement Analyst: Certification Program Outline
- 15.3 International Association of Law Enforcement Intelligence Analysts (IALEIA), The IALEIA Certification Process
- 15.4 Seneca College Institutional Plans and Reports

### **15.1 Program Advisory Terms of Reference**

# Seneca

## BOARD OF GOVERNORS

### PROGRAM ADVISORY COMMITTEE

#### TERMS OF REFERENCE

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#### **Requirement for Program Advisory Committees**

Under the Ministry of Training, Colleges and Universities, the Minister's Binding Policy Directive 3.0, Programs, each Board of Governors ensures that an advisory committee is established for every program of instruction or cluster of related programs offered at a college. Such Program Advisory Committees are to be made up of a cross-section of persons external to the College who have direct interest in and a diversity of experience and expertise related to the particular occupational area or discipline addressed by the program.

In the formative or developmental stages of programs, the College may establish an Ad Hoc Program Advisory Committee. When the program is in place, the Ad Hoc Program Advisory Committee will be dissolved and an official Board of Governors' Program Advisory Committee will be formed.

#### **Relationship to the College Board of Governors**

Program Advisory Committees report to the Board of Governors through the Vice President Academic. Board members may attend Program Advisory Committee meetings, as ex-officio, non-voting members. Updates are given to the Academic Planning Committee, subcommittee of the Board of Governors, as appropriate. This liaison between the Board of Governors and the Program Advisory Committees demonstrates the commitment of the Board to the value of these Committees.

#### **Purpose of the Program Advisory Committee**

The purpose of Program Advisory Committees is to advise the College concerning the development, maintenance and stakeholder acceptance of its programs. They provide an ongoing exchange of information between industry and the College to update, promote, assess and advise on the following:

##### Terms of Reference

1. review of existing programs to ensure they continue to meet the needs of business, industry and society;
2. advise, recommend and assist in identifying the need for program development and/or discontinuation;
3. participate in the quality assurance review process;
4. identify the skills and knowledge graduates require to meet industry needs;
5. suggest revisions to program curricula;
6. advise on current and future employment opportunities, industry trends and employer needs;
7. assist in identifying guest speakers, field placement and cooperative education opportunities and graduate placements; and
8. assist with liaison between the College and industry sectors and between the College and the community.

#### **Composition/Membership**

Members of Program Advisory Committees are selected for their expertise and leadership in their respective fields. Alumni of the College should be considered where appropriate.

Seneca College encourages diverse program advisory membership, especially to include aboriginal persons, francophones, members of sexual minority groups, persons with disabilities, visible minorities and women.

### Eligibility for Membership

Members are invited as individuals to represent their industries, and/or their professional standing within an industry; members do not represent their company, firm, agency, or association.

Normally, a Program Advisory Committee will not have more than one representative from the same company, firm, agency, or association. Designates cannot attend meetings on behalf of a Program Advisory Committee member. Seneca College full-time, part-time, or contract employees and students are not eligible to be members of Program Advisory Committees; however, their input may be sought when appropriate. If a Program Advisory Committee member is subsequently appointed to a full-time, part-time, or contract position, he/she is no longer eligible to be a committee member. The College is responsible for replacing resigning members.

Membership on any Program Advisory Committee does not imply endorsement by the College of a particular company, product or service.

### Length of Membership

Members are normally appointed for a three-year term which may be extended for an additional period up to one further term, when appropriate. Regular attendance and participation are strongly encouraged. If a member misses two consecutive meetings, the Program Advisory Committee Chair and the Academic Chair may decide to rescind that individual's membership.

### Size of Committee:

Program Advisory Committees normally consist of 6-12 members. The size of the committee will depend on the range and diversity of programs in its cluster of programs.

### **Role of the Program Advisory Committee Chair**

The Chair of the Program Advisory Committee provides leadership to the Committee and encourages the members to consider issues from a broad perspective. The Chair will serve a two-year term and may be re-elected for a further two-year term, when circumstances warrant. The Chair will be selected either by election or acclamation by the members of the Program Advisory Committee.

The Program Advisory Committee Chair will:

- chair all meetings;
- liaise with the Academic Chair in the preparation of meeting schedules and agendas;
- follow-up on action items as required; and
- review and approve meeting minutes prior to distribution.

### **Quorum**

Quorum is 50% of membership plus one. Only Program Advisory Committee members (i.e. externals) are eligible to vote. Voting can be completed electronically when appropriate. Seneca College full-time, part-time, or contract employees and students are not eligible to vote.

### **Meeting Frequency**

Normally one to two meetings per year.

**15.2 International Association of Crime Analysts (IACA)**

Certified Law Enforcement Analyst: Certification Program Outline



# Certified Law Enforcement Analyst (CLEA)

## Certification Program Outline

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Jonathan Alston

Trina Cook

Judy Fernandez

Michele Kennedy, Chair

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## Original Committee Members

Twyla Alvarez

John Billen

Noah Fritz

Peter Garza

Samantha Gwinn (Co-Chair)

Steve Gottlieb

Keith Haley

Al Johnson

Phoebe Kelsoe

Metre Lewis

Deborah Osborne (Co-Chair)

Sally Olterman

## The Purpose of IACA Certification

The IACA has developed criteria and an examination process that will allow applicants to become Certified Law Enforcement Analysts (CLEA). A certification program provides the foundation on which a profession demarcates the knowledge, skills and abilities necessary for successfully meeting the job duties and responsibilities within its given field. Crime analysis, intelligence analysis, investigative analysis, geographic profiling, police research and planning units and personnel all share a common skill set. In many cases, individual staff members are expected to provide this divergent analytical support to public safety agencies across the globe without formal training or instruction. The IACA is committed to administering a comprehensive training and credential program to provide analysts, as well as departments, both the framework for excellence and the mechanism for achieving it. The IACA has designed this model and pushed it out into the public domain for all entities, private and public, local and international, to use. The IACA encourages local associations, training programs, colleges and universities to build educational programs around this model, as well as encourages local, state, federal and provincial agencies to adopt these standards of excellence.

The IACA Certification Program is a result of the desire to reach the following six goals:

- To recognize the professional abilities and accomplishments of individual law enforcement analysts.
- To promote and encourage professional development by individuals in the field of law enforcement analysis.
- To provide the employers of law enforcement analysts a reliable measure of professional competence.
- To provide employers of law enforcement analysts with a basis on which to establish position descriptions.
- To promote the profession of law enforcement analysis to police chiefs, administrators and the entire criminal justice community.
- To better define law enforcement analysis as a legitimate and unique career.

The IACA believes that a diverse, well-rounded, multifaceted analyst makes for the most productive staff member. While every agency has specific, unique and ever-changing analytical needs, we believe that every analyst should possess a full understanding of the different techniques and methods used throughout the field. The IACA also values the divergent ways in which analysts learn and gain experience necessary for their jobs, and therefore we want to offer a program that rewards this wide spectrum of learning and understanding. In light of this, the IACA has designed a certification program based on a point system that acknowledges work experience, demonstrable knowledge, skills and abilities, academic work, on-the-job training, and contributions to advancing the profession.

Anyone using these definitions for conceptualizing presentations, creating curriculum, designing examinations, or writing articles/books should keep in mind that this list of skill set items reflects the professional viewpoint of crime analysts across the globe, as represented by the membership of the

IACA. This effort reveals how they define their work and the techniques they employ, also known as "KSAs," or knowledge, skills and abilities. While this effort reflects a consensus, it should be clear that a great deal of debate, discourse and critical thought went into the process that resulted in these definitions. Crime analysis professionals have come to realize that the analytical work we do is very diverse, and includes peripheral areas of concentration (i.e., crime analysis, intelligence analysis, investigative analysis, geographic profiling, psychological profiling, operations research, problem analysis and problem solving, community policing, police accountability, research and planning and financial/budget analysis). Also, the IACA recognizes that this skill set is dynamic and will change as new skills and tools are created and designed to accomplish our professional task.

While the IACA will provide formal certification to the qualifying applicant/member, the IACA views this process more as an assessment of one's credentials than as an authority verifying one's actual level of competence. The IACA does not take responsibility for the hiring authority to verify the knowledge, skills and abilities specific to the position being offered. The IACA certification program is designed to assist analysts and agencies in identifying proficiencies and deficiencies in each skill set item, and to assist analysts in reaching higher standards for job performance. It should not be used as the sole standard for hiring or promotion, or for differentiating salary ranges. The IACA firmly believes that this is the responsibility of the hiring authority, and that many factors must be taken into account when making various employment-related decisions.

## Background

State and regional Crime Analysis Associations were contacted and invited to appoint a representative to the IACA Certification Committee. Thirteen IACA members from ten states were appointed to this committee and initially met in person. Each volunteer member was sent a packet that included previous correspondence and key decisions to date regarding certification, the skill set list, and the draft examination produced by the previous committee. Past committee members were invited to participate on sub-committees that were assigned to address pending issues carried over from the prior committee work, but only one previous committee member was able to do so.

The new Certification Committee was given authority to re-visit any previous decision or recommendation but was expected to adhere to any decision that had been taken to the full membership. IACA then hosted two face-to-face certification workshops. The first such meeting was held in conjunction with the 2002 IACA Conference in Orlando, Florida, and a subsequent meeting took place at the University of Denver in December 2002. Following these two meetings, a bi-weekly reoccurring telephone conference call was held to share ideas and reports, and to formulate the certification program plan, process and examination design. Key issues and decisions included:

- Certification updates for the IACA website
- Random survey of IACA members for point system
- Determining the threshold for the point system

## Certified Law Enforcement Analyst (CLEA) Certification Program - Outline

- Establishing the Test Oversight subcommittee\*
- How other organizations initially created test questions and beta tested
- Research of PC test-taking software
- Research of liability insurance for the IACA Executive Board
- Handbook publication
- Re-certification protocol
- Failure protocol
- Creating a test disclaimer
- Creation of Congratulations Letter, Denial Letter, Certificate
- Establishing the guidelines for the Certification Commission
- Creating an application
- Collecting potential test questions from authors/instructors
- Test administration and scoring procedure
- Sub-committee review of bank of questions
- Pilot test questions
- Announcing/Unveiling Certification Program
- Setting a deadline for finalizing the exam
- Creating Advanced levels of certification

The Certification Committee presented the IACA Certification Program to the IACA Board and full membership for ratification in February 2004. It was adopted by both entities, and the IACA began taking exam applications in 2005.

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\* The Test Oversight Committee (TOC) consisted of three members of the Certification Committee who did not wish to take the exam in the future, and one other subject matter expert who also did not desire to take the exam. They each agreed not to seek certification in an effort to lend their time and wisdom to the process, and to minimize any possible conflicts of interest with their participation. They reviewed the actual exam questions as they were submitted by the handbook authors, made decisions on each question and also added additional questions to replace ones that were excluded. Once they reviewed the first group of applications and exam results, and once a significant number of members had been certified, a Certification Commission was created to take the place of the TOC.

## Achieving Certified Law Enforcement Analyst Status

An analyst wishing to become IACA certified must submit an application to the IACA Certification Commission and they must pass the Certification exam. Before they are eligible to sit for the exam, however, each candidate must demonstrate that they meet three prerequisites: (1) each applicant must have at least three years of full-time experience as an analyst in the field of law enforcement, intelligence, corrections, or related fields, (2) they must be current members of the IACA and (3) each applicant must satisfy specific criteria chosen to assess the candidate's combined work and educational experience.

A point system that gives varying degrees of credit for educational and work experience has been established, based on Certification Committee discussion, and verified by a random survey of the IACA membership. The Committee made sure that formal education and job experience are equally weighted, so that analysts with diverse backgrounds are able to qualify for the exam in different ways. The intention of these prerequisites is to ensure that anyone eligible for Certification is a seasoned and experienced member of the profession. Each applicant can refer to the following table to self-score their credentials prior to applying for certification.

The Certification Committee members and a random sample of IACA members were scored on this point system to determine what the threshold score should be. Based on these results, the Certification Committee reached a decision that 100 points would be the threshold for allowing an applicant to sit for the exam.

College Degree (Education Component)	Points
Associate's	10
Bachelor's	20
Graduate	30
<b>Work History (Experience Component)</b>	
Crime Analyst or CAU Supervisor	
3 years	20
5 years	40
10 years	60
Other Criminal Justice Experience	
2 points per year, max of 20 points	0-20

## Certified Law Enforcement Analyst (CLEA) Certification Program - Outline

### College Accredited Courses (Equivalent of 3 semester credit hours, grade of C or better)

GIS	6
Research Methods	6
Statistics	6
Intro to Crime Analysis	6
Intro to Criminal Justice	6
Intro to Criminal Behavior/Criminology	6
Continuing Professional Education	
1 point for every 12 hours of training	0-20
Seminars/Conferences	
1 point per conference, max 5 points	0-5
Presentations	
2 points per presentation, max 6 points	0-6
Instruction of Classes	
3 points per class instruction, max 12 points	0-12
Publications	
3 points per publication, max 15 points	0-15
Professional Association Memberships	
1 point per membership, max 5 points	0-5

## Point System Explanation

### ***College Degree (Education Component)***

Points for education are based on documentation of an earned degree from an accredited college. The IACA Certification Committee has decided that degrees do not have to be specific to criminal justice or crime analysis. For example, if you have a BS in sociology, criminal justice, English or electrical engineering, you will receive the 20 points awarded for a Bachelor's Degree. We believe that the applicant who has any degree from an accredited college deserves educational points because the applicant has proven the ability to apply him/herself successfully to academic study. The skills needed to earn a degree – the ability to learn and demonstrate what one has learned – are essential to the role of the crime analyst. Ten points are awarded for an Associate's Degree in arts or science (2-year

degree), twenty points for a Bachelor's in arts or science (4-year degree) and thirty points for a graduate degree in arts or science. The committee decided that a degree higher than bachelor's degree was to be considered above the basic requirements for the work of a crime analyst; thus, providing more points for a doctorate would unfairly skew the point system in favor of education. Please note that only the highest degree obtained will count toward education points. For example, an applicant with a BA and an MA will only be able to receive points for the MA. In addition, no additional points will be given for multiple degrees at the same level, such as two Master's degrees.

### ***Work History (Experience Component)***

Points are awarded for experience as a crime analyst or crime analysis supervisor, or a combination of years of experience in both roles. Since three years of experience are required to take the exam, meeting this requirement automatically gives the applicant twenty points. Experience as an intelligence analyst, other type of law enforcement-related analyst, or military analyst also counts toward the crime analyst years of experience. Five years of experience is awarded forty points; ten years of experience is awarded sixty points. The committee voted for this point distribution in order to recognize the value of applicants who have a great deal of law enforcement experience but limited higher education.

Additional points of two per year are awarded for other criminal justice experience, such as working as a police officer, dispatcher, or other criminal justice positions, up to a maximum of twenty points.

Applicants may earn points for both crime analysis experience AND other criminal justice experience. For example, an individual with three years of experience as a crime analyst and ten years experience as a police officer earns twenty points for the analyst experience and twenty points for the officer experience for a total of forty points. All work experience must be documented on agency letterhead.

### ***College Accredited Courses (equivalent of 3 semester credit hours, grade of C or better)***

Other education points may be earned by documented successful completion (a grade of "C" or higher) of college-accredited courses considered highly relevant to the work of the crime analyst. The classes fall into six categories; six points are awarded per class for a possible total of 36 points in this category. No more than six points can be earned for any one type of class. The six course categories are:

- *GIS* – A college level course specific to using a geographic information system such as ArcView or MapInfo.
- *Research Methods* – A college course with content that focuses *primarily* on social science research methods.
- *Statistics* – A basic introductory to statistics course OR its equivalent OR a higher-level statistics course.
- *Introduction to Crime Analysis* – A basic course on the fundamentals of crime analysis, including basic concepts and techniques used in law enforcement agencies.
- *Introduction to Criminal Justice* – An introduction to criminal justice course OR its documented equivalent OR a higher-level criminal justice course.
- *Introduction to Criminal Behavior* – An introduction to criminal behavior or criminology course OR its documented equivalent OR a higher-level criminal behavior or criminology course.

Applicants may earn points for both degrees AND specific classes. For example, if an applicant has a degree in Criminal Justice and has taken five of the six classes during the course of his/her schooling, points for the degree AND for each of the specific classes would count towards the point total. The purpose of this is to emphasize the importance of these classes, and to give an advantage to analysts who have degrees related to criminal justice as opposed to other topics. Official college transcripts are required in order to receive points in this category.

### ***Continuing Professional Education***

Continuing professional education consists of classes or a training program provided by a college or other educational organization for credit, continuing education units, or a certificate of completion. A grade could be awarded as "Pass/Fail" or "Credit/No Credit," provided that "Credit" or "Pass" is equivalent to a "C" or better. These courses serve the purpose of updating the knowledge and skills of working analysts. Any education related to any of the skill set items, but which does not fall into any other aforementioned education category, should be submitted for consideration under this category. Supporting documentation is required.

College courses falling into this category must be post-degree, meaning that classes taken during the course of earning a degree are not eligible. Other types of continuing education (i.e., non-college) are eligible regardless of when they occurred. If the applicant does not have a college degree at all, any courses taken related to the skill set may be applied under this category. The 12-week online IACA Professional Training Series courses are worth 4 points. A maximum of 20 points can be applied in this category.

### ***Seminars/Conferences***

Analysts attending regional or national conferences in order to enhance their knowledge and skills can qualify for additional points by submitting certificates of attendance. Sustained learning of tools/techniques and network building are important accomplishments for successful analysts, and they help the analyst to stay current in his/her field. Your presence at each seminar and conference relating to law enforcement analysis is worth one (1) point, with a maximum of five points. These conferences can have taken place at any time within your career, and you must provide a certificate of attendance and/or completion for documentation.

### ***Presentations & Instruction of Classes***

This criterion is reserved for presentations made or classes instructed by the applicant, not attended by the applicant. Presentations tend to be short-term addresses, given at conferences or other training venues. Presentations differ from classes in that attendees are not required to present proof that stated objectives were met, and no grade is assigned. In order to qualify in this category, the presentation must have had a minimum duration of approximately thirty (30) minutes. Informal, in-house presentations that are part of an analyst's typical duties will be excluded. Examples of excluded presentations are:

- Regularly scheduled patrol or investigative briefings
- Routine Information Sharing
- Neighborhood Watch Meetings
- COMPSTAT Briefings
- Command Staff Meetings
- New Employee Orientations
- Informal presentations to City Council on crime trends and statistics
- Any presentation not relating to crime analysis or to skill set items

Documentation must be provided for any presentation, in the form of an outline, handout, a copy of the PowerPoint (or equivalent) file itself, or documentation from the hosting entity. The Certification Commission will use their discretion, if necessary, regarding whether a presentation can count toward this requirement.

Classes tend to be ongoing commitments in which the student is awarded credit in the form of a grade, continuing education units, or a certificate of completion of stated objectives. Students are more participatory than presentation attendees. A class would most likely be taught by the analyst in a college or university setting, where the analyst is compensated for his/her work.

If an applicant feels that their class and/or presentation should qualify even though it does not meet the above guidelines, he/she can submit a request for consideration to the Certification Commission.

#### ***Publications***

Applicants are awarded three points for publishing an article, paper or book related to the field of crime analysis. Three points are awarded per separate, individual publication, for up to five publications, for a maximum of fifteen points. A self-published book related to crime analysis may count as one publication. Articles in the IACA Forecaster, peer-reviewed journals and various law enforcement publications would apply. Letters to list servers and publications on web pages would not apply. A copy of the publication(s) and documentation must be submitted with the certification application. The Certification Commission reserves the right to decide the applicability and relevance of the publication.

#### ***Professional Association Memberships***

Being actively involved in professional associations – regionally nationally or internationally – provides access to divergent viewpoints and improved networking. For every criminal justice-related professional association in which an analyst is a current, verified member, he/she can receive one (1) point, not to exceed a total of five (5) points towards certification. These associations can be local/regional crime analysis associations or academic associations affiliated with criminal justice or social science. A current certification of membership must be submitted to the Certification Commission for consideration of credit. Past memberships will be honored if they were valid within the last five years, with the exception of IACA membership, which must be current. Service on the board or a committee of a professional association is worth three (3) points instead of the standard one (1) point, because of the amount of knowledge and involvement indicated by holding an office or committee spot. The number

of points will be determined by the number of organizations with which the applicant is involved, not by the number of years involved.

## Taking the Exam

Certification exams will be offered at least twice per year, in conjunction with state and regional association conferences and the annual IACA Training Conference. The exam is offered electronically via the Pearson OpenClass learning management system. The Certification Commission is responsible for reviewing each application and calculating a score according to the point system described above. Applicants will then be notified as to their eligibility to sit for the exam. The IACA Certification application is available on the IACA website through Certification Tracker.

The Certification Commission is responsible for reviewing and scoring each application, and for notifying each applicant whether he/she qualifies to sit for the exam. They schedule each exam and review the scores of each test, which will be electronically scored by Ecollege. They then notify the applicant regarding the exam results, and provide either the IACA Letter of Certification upon success, or information on any areas of deficiency upon failure. An applicant can appeal a negative decision by the Commission to the IACA President, who will then take the appeal to the IACA Executive Board for final decision (see Failure Protocol).

The proctor cannot offer any assistance to the applicants, and is directed not to answer any questions during the exam. No outside materials can be brought into the exam, as it is a closed-book format. Any questions or concerns can be directed to the Certification Commission in writing (e-mail or regular mail), who will review the complaint and reply to the applicant within 30 days of receipt of the letter.

Each candidate will be given four (4) hours to complete the exam. It is estimated that a well-prepared individual will be able to complete the exam in approximately three (3) hours. The exam will include multiple-choice, true-false, fill-in-the-blank and short answer questions, all designed to be objective in nature. The candidate can expect to make computations on scratch paper, use spreadsheet software and the computer's calculator, and locate information on the Internet when directed. Each exam will be made up of 200 questions – ten (10) randomly selected questions from each of the 20 skill set areas that were identified by the membership and then refined by the Certification Committee. Seven out of ten questions (70%) in each module must be answered correctly to receive a passing score. A list of crime analysis training and publications are available on the IACA website, and a study guide is offered to assist each interested applicant in preparing for the examination and mastering the skill sets.

In order to pass the exam, an applicant must receive a score of 70% on each of the 20 skill set modules, and a total passing score of 70%. Once all the steps are completed, the applicant will earn the title of Certified Law Enforcement Analyst (CLEA), and will receive a framed certificate and recognition from the IACA.

The fee for application review and examination is \$150. The funds will go into the IACA general account, allowing for the continuation of the certification program, the IACA Training Series and *Exploring Crime*

*Analysis.* This income will also help to cover costs related to face-to-face meetings for committee members and/or board members. The Certification Committee also recommended the initiation of a scholarship process, which enables members to apply for funds to attend training courses and/or conferences. The IACA board has yet to finalize this as part of their next three-year plan.

## Validity of the Exam

The Test Oversight Committee collected twenty (20) questions from each of the Skill Set Instructors/Authors selected by the independent Professional Training Series/Handbook Selection Committee, resulting in a bank of 400 questions. Questions from the original certification exam, compiled by the previous Certification Committee, were also reviewed and included where they were determined to be applicable. Questions selected for the exam had multiple sources and were based on well-established, professional techniques. No proprietary sources were used as a basis for the test questions, and every effort was made to identify multiple sources for any given question. The IACA Training Series and Exploring *Crime Analysis* are not the only places that this knowledge, these skills and these abilities can be found. Study guides, bibliographies, recommended training courses and college certificate and degree programs were considered when selecting each question.

The entire bank of questions was reviewed by the Test Oversight Committee for fairness and design objectivity, based on the research principles applicable to closed-ended and open-ended questions. The entire bank of questions was also given to a “panel of experts” (senior analysts, retired analysts, crime analysis consultants and college professors with areas of expertise in criminology, criminal justice, research methods and crime analysis). Each expert was asked to review the exam, allowing for each question to be assessed for internal and external validity issues such as double-barreledness, response-exclusivity, ambiguity, clarity, etc. Problematic questions were either modified or eliminated from the bank of questions altogether.

The final bank of 400 questions was equally divided across each skill set area to make up eight (8) different 50-question practice exams, each question randomly assigned. In 2004, every IACA member was given the opportunity to take the practice exam on the IACA website, providing them the opportunity to see how the exam looks and feels – hopefully reducing apprehension and concern prior to taking the actual certification exam. This process was instituted to test each question for external validity; it would be expected that more experienced and/or more educated members would score higher on the exam (vice-versa for less work and/or educational experience). The Test Oversight Committee solicited feedback from the IACA members who took the practice exam, and used those comments when modifying questions and general content. The practice exam is no longer available.

## Failure Protocol

The IACA process consists of two phases. If a candidate does not meet the required pre-requisite qualifications or does not pass the test, he/she will not be certified by the IACA. If the candidate does not meet the basic requirements to be certificated, the process will not proceed any further.

The candidate must first meet the requirements of (1) having three years of experience as working analyst and (2) being a current IACA member. If these requirements are met, the packet is reviewed by one or more members of the Certification Commission. The Commission member(s) will be responsible for tallying the points and reviewing the candidate's documentation. If it is determined that the candidate does not have the required number of points to proceed to the next phase (test), the candidate will be charged a \$10 fee, to cover the administrative expenses to the IACA.

The second and final phase of the process is the certification examination. If the candidate passes the examination, he/she will be certified by the IACA. A passing score of 70% on each of the 20 skill set areas must be obtained to become certified. If the candidate does not pass the test, he/she will be sent a letter listing the sections in which he or she was deficient, and 100% of the certification fee will be kept to cover costs of the testing process.

The candidate will have a one-year grace period to retake the test. During this one-year period, the candidate must take the entire examination over again, but for only \$25, to cover administrative costs. If this attempt to pass the test is again unsuccessful, the candidate will be required to wait for a one-year period before retaking the test again. The one-year period will start on the date of the most recent attempt.

After the one-year period expires, a re-tested candidate will be required to pay the entire fee again and retake the entire exam. Candidates will only be allowed to take the certification examination a total of four (4) times, including the retake during the first year (should the candidate choose to take it at the discounted rate).

## ***Appeal Process***

All appeals concerning the Certification process will first be directed to the Certification Commission. Any further appeals will be directed in writing to the President of the IACA. The President will converse with the IACA Executive Board, whose decision will be returned in writing and will be considered final.

Appeals may be directed to the Certification Commission and then the IACA President concerning three issues: (a) minimum requirements, (b) tabulation of points and (c) the grading of the exam.

## Recertification Criteria

Every five (5) years following original certification or subsequent recertification, the certified analyst must meet at least three of the following conditions:

1. Develop and present a 1-hour (or longer) training segment or class relating to crime/intelligence analysis, at the collegiate level or at a training conference.
2. Present a 2-hour (or longer), pre-developed training segment with an existing curriculum, relating to crime/intelligence analysis.
3. Participate in crime/intelligence-related training totaling forty (40) hours or more, through a recognized provider or agency.
4. Develop a documented computer-aided analytic technique, and shared this information with peers, via IACA or some other professional organization/journal.
5. Participate in a large, complex case or analysis task that required the use of significant analytical expertise (This must come on agency letterhead, signed by the agency head, and must include a detailed description of the case; commendations letter count).
6. Pursue college coursework in a field related to the skill set items, earning a minimum of 3 credit hours with a grade of C or better.
7. Publish a crime/intelligence related article in a professional or peer-reviewed journal.
8. Complete any other activity or work that is not covered in the aforementioned conditions, and which is considered by the IACA Certification Commission to be significant. This could include being a regular contributor to a crime/intelligence-related publication, or any other activity that indicates continued interest and activity in the field.

Each of these conditions can be applied three times over the specified time period, but the specific topics or activities cannot be duplicated (i.e., if an applicant gave the same presentation twice, it would only count toward one requirement). The certified analyst must submit documentation to verify the achievement of any of these conditions, along with a brief recertification application. The analyst must also possess a current membership in the IACA. A minor fee of \$10 is also required to cover administrative and materials costs.

At the beginning of the fourth year of certification, IACA will send a letter to remind the certified analyst of the recertification criteria and timeframe. Ninety days prior to the analyst's certification expiring, a second notice will be sent. A 90-day grace period will be given past the certification expiration; after the 90-day grace period, the analyst must be retested to be certified.

The IACA Certification Commission will vote for approval or non-approval just prior to the recertification date. If approved, a letter of re-certification will be sent to the analyst. If not approved, a letter will be sent to the analyst giving the reason for non-approval. It is suggested to certified analysts that the re-certification process be started as early on as possible, since the 5-year certification time period would continue to apply, even if recertification is rejected on the first attempt. If a certified analyst is not

approved for recertification, he/she can reapply as long as it is still within the aforementioned time frame.

## Recertification Criteria Explanations

1. Develop and present a 1-hour (or longer) training segment or class relating to crime/intelligence analysis, at the collegiate level or at a training conference.

Applicants can meet this criterion by developing and presenting a curriculum relating to crime/intelligence analysis. The class cannot be borrowed from another source; it must be the applicant's creation. The class or training segment can cite other sources, of course, but the overall curriculum must be original. For example, if an applicant develops a conference presentation on pivot tables in Excel that would meet this criterion. Another example would be teaching a class on crime analysis at a local college, and developing the curriculum for that class. The Certification Commission reserves the right to determine the applicability and relevance of the class.

2. Present a 2-hour (or longer), pre-developed training segment with an existing curriculum, relating to crime/intelligence analysis.

Applicants can meet this criterion by presenting a pre-existing curriculum relating to crime/intelligence analysis. The class material can be designed or originally taught by someone else in the field, whom you must cite in submitted documentation. For example, if an applicant downloads a presentation from a past conference and then presents that material to other analysts in his/her geographical area, that would meet this criterion. Another example would be teaching a class on crime analysis at a local college, for which the curriculum and syllabus have already been designed. The Certification Commission reserves the right to determine the applicability and relevance of the class.

3. Participate in crime/intelligence-related training totaling forty (40) hours or more, through a recognized provider or agency.

This criterion is very similar to the Continuing Professional Education criterion on the original certification application, so please refer to that when attempting to meet this objective.

Training hours can be earned by attending and completing a course related to crime analysis and/or the skill set items. A "recognized provider or agency" includes both public and private entities that offer course work requiring a demonstration of proficiency (i.e., a grade, certificate or continuing education credits). A grade could be awarded as "Pass/Fail" or "Credit/No Credit" provided that "Credit" or "Pass" is equivalent to a "C" or better. The forty (40) hours may be accumulated through more than one course, such as a 16-hour course on one topic and a 24-hour course on another topic. This differs from re-certification criterion number six (6) in that it

is specific to non-college-related training. Documentation must be submitted for all courses completed.

4. Develop a documented computer-aided analytic technique, and shared this information with peers, via IACA or some other professional organization/journal.

The applicant will have created, on his/her own, a computer-aided analytic technique that facilitates the development of our field and/or aids in the practice of a particular skill set item. This technique shall be documented to report findings of its usefulness, strengths, weaknesses, validity, and accuracy. Further, the applicant must share and disseminate this technique to the peer community through a medium such as a professional journal (e.g., the American Journal of Criminal Justice), newsletter (e.g., the IACA Forecaster) or website (e.g., <http://www.iaca.net>). This criterion will, like others for re-certification, be subject to approval by the IACA Certification Commission, based on evaluation and documentation.

5. Participate in a large, complex case or analysis task that required the use of significant analytical expertise (This must come on agency letterhead, signed by the agency head, and must include a detailed description of the case).

Applicants for re-certification can submit a synopsis and documentation of their participation in a complex case within their agency. Department commendations will be acceptable as documentation of accomplishing this objective, as will letters from supervisors or agency heads. Please omit specific, confidential information that would not normally be made public. The applicant can submit anything he/she deems appropriate and the Certification Commission will review for relevance and applicability to this criterion.

6. Pursue college coursework related to skill set items, earning a minimum of 3 credit hours.

This criterion is very similar to the education criteria on the original certification application, so please refer to those when attempting to meet this objective. College coursework consists of classes provided by a college or other educational organization for college credit or continuing education units. A grade could be awarded as "Pass/Fail" or "Credit/No Credit," provided that "Credit" or "Pass" is equivalent to a "C" or better. These courses serve the purpose of updating the knowledge and skills of working analysts. This differs from re-certification criterion number three (3) in that it is specific to only college courses. College courses falling into this category must be post-degree, meaning that classes taken during the course of earning a degree are not eligible. However, if the applicant does not have a college degree at all, any courses taken related to the skill set may be applied under this category. The applicant can meet this criterion by completing one semester-long college course, which is approximately 36-40 hours of class time.

7. Publish a crime/intelligence related article in a professional or peer-reviewed journal.

Applicants can meet this criterion by publishing an article, paper or book related to the field of crime analysis. A self-published book related to crime analysis may count as one publication. Articles in the IACA Forecaster, peer- reviewed journals and various law enforcement publications would apply. Letters to list servers and publications on web pages would not apply. A copy of the publication(s) and documentation must be submitted with the certification application. The Certification Commission reserves the right to decide the applicability and relevance of the publication.

8. Complete any other activity or work that is not covered in the aforementioned conditions, and which is considered by the IACA Certification Commission to be significant. This could include being a regular contributor to a crime/intelligence-related publication, or any other activity that indicates continued interest and activity in the field.

### **15.3 International Association of Law Enforcement Intelligence Analysts (IALEIA)**

The IALEIA Certification Process

# **INTERNATIONAL ASSOCIATION OF LAW ENFORCEMENT INTELLIGENCE ANALYSTS**



## **The IALEIA Certification Process**

***Basic Analyst Classification***

***Criminal Intelligence Certified Analyst***

***Lifetime Criminal Intelligence Certified Analyst***

This document is a revision of the previous IALEIA Professional Certification Process in effect since its approval by the IALEIA Board on December 22, 2009. The Professional Development Director, Certification Manager, and Certification Committee prepared this revision in order to upgrade and enhance the professional certification process and include modifications to address certain identified issues of concern. Among the issues of concern relating to the previous certification process were:

- Certification tiers
- Certification fees
- Certification renewals
- Application procedures
- Website-based uniformity and access
- Program administration
- Program consistency
- Conformance with analysis training requirements
- Conformance with certification best practice
- Roll-over of previous certifications

The Professional Certification Committee is composed of the following individuals:

Merle Manzi, MSCJ  
IALEIA Director of Professional Development  
Florida Department of Law Enforcement (Retired)

Kristie Manzi, CICA, CPM  
IALEIA Professional Certification Manager  
Florida Department of Law Enforcement (Retired)

Edward Feingold, CICA  
Bureau of Alcohol, Tobacco, Firearms, and Explosives

Leo Jacques, Ph.D., CICA  
Arizona Department of Public Safety (Retired)

David McClocklin, CICA  
Ontario Provincial Police

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## Background

The *National Criminal Intelligence Sharing Plan* (NCISP) is regarded as the blueprint for U.S. law enforcement administrators to follow when building or enhancing an intelligence function. The NCISP contains 28 recommendations vetted by U.S. law enforcement officials and subject matter experts from local, state, tribal, and federal agencies. Although the NCISP is U.S.-based, it is the most practical current model of professional best practice and standards for broad application to analyst certification.

Among the recommendations in the NCISP is one that suggests minimum standards for intelligence analysis. Several guidance documents related to analysis training and analyst certification standards have been developed to reinforce the NCISP recommendation. The IALEIA Professional Development Committee adopted the NCISP and its recommendations in relation to intelligence analysis training and professionalism standards as a guide to provide a uniform and broadly accepted standard upon which to base the IALEIA Professional Certification Program.

Criminal intelligence is defined in the NCISP and *Law Enforcement Analytic Standards* booklet, April 2012, as “information compiled, analyzed, and/or disseminated in an effort to anticipate, prevent, or monitor criminal activity.”

Intelligence is further defined by IACP *National Law Enforcement Policy Center*, 1998, as “intelligence is information that has been analyzed to determine its meaning and relevance...”

There is a diverse range of intelligence products created by analytical personnel who must be recruited and trained specifically to demonstrate high levels of analytic competency. It is critical that personnel and product standards are in place to ensure quality intelligence products are consistently produced. The NCISP recommended IALEIA “should develop, on behalf of the [Criminal intelligence Coordinating Council] CICC, minimum standards for intelligence analysis to ensure intelligence products are accurate, timely, factual, and relevant and recommend implementing policy and/or action(s).”

As a result, IALEIA, at the direction of the Office of Justice Programs, U.S. Department of Justice, through the Global Justice Information Sharing Initiative (Global) Intelligence Working Group (GIWG), published the booklet *Law Enforcement Analytic Standards* (IALEIA, 2004).

The *Law Enforcement Analytic Standards* booklet (revised in April, 2012), contains 24 recommended analytic standards of which the first eight relate to analysts or those who fill the analytic function. Furthermore these standards relate to analytic attributes, education, training, professional development, certification, professional liaison, and leadership. Specifically, the analyst certification standard (IALEIA, 2012:9) states:

*Analysts should be certified by completing a program specifically developed for intelligence analysts, provided and certified by an agency or organization (governmental, professional association, or institution of higher learning). Such analytic certification programs shall reflect practitioner experience, education, training, knowledge of adult instructional techniques, and proficiency testing.*

It is recommended that individuals hired as analysts in support of intelligence led policing meet this criterion as well as the other recommended standards contained in the *Law Enforcement Analytic Standards* booklet.

Similar qualitative needs were previously addressed by the Society of Certified Criminal Analysts (SCCA), founded in 1990. In fact, many of the founders of SCCA were instrumental in the launch of IALEIA. Since its inception, SCCA established professional standards and created an internationally recognized professional certification program for analysts. In 2006, the SCCA program was formally merged with IALEIA and came under the administrative responsibility of the Director of Professional Development.

## **Benefits of Professional Certification**

From the *Law Enforcement Analytic Standards*: “Certification provides employers with an enhanced means to measure analysts’ competence and experience. In addition, it grants analysts other benefits, notably the recognition of their professional abilities and skills. The certification process promotes professionalism and leadership within the analytical community and encourages continuing participation, education, and contributions to the analyst and intelligence communities. Certification reinforces the credibility of an analyst.”

From the *Law Enforcement Analyst Certification Standards*, DOJ and Global Justice Information Sharing Initiative, 2006: “Certification is important to the institutionalization of the analyst profession within the law enforcement community. It recognizes and legitimizes the role of the law enforcement analyst and reinforces the need to ensure that the law enforcement analyst is a professional occupation.”

## **Purpose**

The purpose of the IALEIA Professional Certification Program is to foster and promote professional standards in criminal intelligence analysis on an international level through continued training, education, and career development. More specifically the IALEIA Professional Development Program provides recognition for those individuals having successfully met the criteria for each tier of certification.

## I. Certification – General

The IALEIA Professional Certification Program is rooted in the concepts of professionalism as set forth by the SCCA and guided by the recommendations of the NCISP, and the recommended standards for certification organizations in the *Law Enforcement Analyst Certification Standards*. The guidance documents recommend a combination of work experience and professional training should be required to become a professional analyst. Therefore, IALEIA has established a three-tier process for classifying and certifying analysts. The tiers are: *Basic Analyst Classification*; *Criminal Intelligence Certified Analyst*, and *Lifetime Criminal intelligence Certified Analyst*.

An individual is not required to have previously obtained a *Basic Analyst Classification* in order to apply for *Criminal Intelligence Certified Analyst* (CICA). In addition, an individual may choose to remain a member at the *Basic Analyst Classification* tier, however they are strongly encouraged to pursue the advanced CICA tier as a way to demonstrate their continued professional development and analytic competency.

Any individual who is an IALEIA member in good standing may enter the Professional Certification Program. Once a classification or certification has been awarded to an individual, he/she is required to remain an IALEIA member in good standing to keep his/her status active. To remain an IALEIA member in good standing an individual must pay dues annually and maintain membership without a lapse of greater than the authorized “grace period” for maintaining continuous membership (per IALEIA membership rules). In addition the IALEIA member must not have been the subject of censure or disciplinary action resulting from violation of the IALEIA bylaws, rules of conduct, or ethical standards.

The CICA certification status requires additional re-certification activities in addition to maintaining membership, as addressed in Part III of this document.

The IALEIA Professional Certification Program follows the training recommendations outlined in the NCISP and further detailed in the *Minimum Criminal intelligence Training Standards*, BJA and Intelligence Coordination Working Group, October 2007. In accordance with the training objectives and guidance contained in these publications, IALEIA has established the following training requirements for all Professional Certification Program applicants:

- Completion of a 40-hour, classroom-based, basic criminal intelligence analysis training course
- Curriculum must adhere to the training objectives contained in the reference documents
- Training course must be provided by a training entity that is recognized by IALEIA
- Applicants must provide a certificate of completion to verify required training received
- *Basic Analyst Classification* applicants must have received qualifying training within five years of application

## II. Basic Analyst Classification

*Basic Analyst Classification* is the first tier of the IALEIA Professional Certification Program. An individual at the *Basic Analyst Classification* is classified as an analyst without certification. This tier is intended for individuals who are just beginning their professional analytic careers and are not yet eligible for certification as a CICA.

- There is a one-time, non-refundable fee of \$50.00 to apply for this classification
- If the applicant is not eligible for this classification, the fee will not be returned
- Current IALEIA membership is required to apply for this classification
- IALEIA membership must be maintained to retain this classification

### A. Basic Analyst Classification - Criteria

1. Current IALEIA member in good standing
2. Completion of a recognized, 40-hour minimum basic intelligence analysis Course—within five (5) years of application (see Part I)
3. Full-time employment in a criminal intelligence or analysis position in the government, criminal justice agency, military or private sector
4. Assignment to a job function that involves the application of analytic and intelligence techniques and methods
5. Demonstration of training completion by provision of official training certificate
6. Documentation of analytic job function by provision of official position description
7. Adherence to IALEIA standards for ethics and professional conduct
8. Submission of *Basic Analyst Classification* application and fee payment

### B. Basic Analyst Classification - Renewal

The *Basic Analyst Classification* does not require renewal and will remain in force for so long as the individual who holds the classification remains an IALEIA member in good standing. Should an individual who holds a *Basic Analyst Classification* leave IALEIA membership, his/her classification will no longer be active.

### C. Basic Analyst Classification - Status

**Note:** The *Basic Analyst Classification* is NOT a certification, per se, but rather is an entry point into the Professional Certification Program. An individual with the *Basic Analyst Classification* is not authorized to identify themselves as IALEIA-certified or to use the “CICA” designation or abbreviation.

## III. Criminal Intelligence Certified Analyst

*Criminal Intelligence Certified Analyst* (CICA) is the second tier of the IALEIA Professional Certification Program. An individual at the *Criminal Intelligence Certified Analyst* tier has demonstrated professional achievement in the intelligence analysis field through establishing an experience base, participating in ongoing training and development activities, and demonstrating analytic competency. This tier is intended for individuals who have gained experience through practice in their professional analytic careers, and possess the requisite combination of years of analytic experience and formal education as defined in Section A below.

- The one-time, CICA application fee of \$100.00 is non-refundable
- It is the responsibility of the applicant to ensure eligibility prior to making application
- If the applicant is not eligible for CICA, the application fee will not be returned
- Current *Basic Analyst Classification* holders will receive a \$50.00 application discount
- Current IALEIA membership for at least one year is required to apply for CICA
- IALEIA membership must be maintained to retain the CICA certification
- If the application is approved, the applicant must take and pass the CICA exam
- The CICA exam fee is \$100.00 and is non-refundable in the event of failure to pass
- The CICA exam must be scheduled within 2 years of application approval
- The CICA exam may be taken up to 3 times, but the \$100.00 fee must be paid for each exam scheduled
- Re-certification as a CICA must be accomplished every five (5) years and the fee is \$75.00

### A. Criminal Intelligence Certified Analyst - Criteria

After a period of employment (as noted below in item 3) in a criminal intelligence or analysis position, a person may apply to become a *Criminal intelligence Certified Analyst*. The applicant is not required to have been previously engaged in the Professional Certification Program by obtaining the *Basic Analyst Classification*, but that status can help expedite the CICA process.

1. Current IALEIA member in good standing for a minimum of one year
2. Completion of 40-hour minimum basic intelligence analysis course (see Part I), or current status as a *Basic Analyst Classification* holder
3. Full-time employment in a criminal intelligence or analysis position in the government, criminal justice agency, military, or private sector
4. Cumulative years of qualifying employment (per Part III), and:
  - a. A 4-year (Bachelor's) degree, or equivalent and three (3) years work experience
  - b. A 2-year (Associate's) degree, or equivalent and five (5) years work experience
  - c. No college degree and seven (7) years work experience

- d. College credit must be documented by official transcript(s) or diploma(s) and be reflective of the appropriate number of credit hours (generally 30) for each year of college credit claimed—the college credit must be attained at an accredited academic institution or military program
5. Assignment to a job function that involves the application of analytic and intelligence techniques and methods
6. Demonstration of training completion by provision of official training certificate, or current status as a *Basic Analyst Classification* holder
7. Documentation of analytic job function for required number of years by provision of official position description(s)
8. Adherence to IALEIA standards for ethics and professional conduct
9. Submission of *Criminal Intelligence Certified Analyst* application and fee payment
10. Upon approval of the CICA application, the applicant must schedule an exam. The exam must be scheduled and completed within two years of the time of approval of the CICA application or the process must be repeated, including payment of another application fee. The CICA exam must be passed with a minimum composite score of 70%.
11. Once the applicant successfully passes the CICA exam, the CICA certification will be awarded
12. If the applicant fails the exam, it may be attempted again, upon scheduling another exam and payment of another exam fee. The applicant may attempt to pass the exam a maximum of three (3) times, following which they will be required to wait for a period of two (2) years before starting the process over
13. Successful applicants will be authorized to use the “CICA” designation on all professional correspondence for as long as their CICA status remains active

## B. Re-certification - Criteria

1. The *Criminal Intelligence Certified Analyst* certification must be renewed every five years or it will expire
2. A CICA re-certification application must be submitted with the fee payment
3. The CICA certification holder must demonstrate continued development of analytic skills and advancement of professional competency in order to renew the CICA status
4. The applicant for re-certification must provide evidence of having completed specific qualifying activities in the period since his/her last certification or re-certification including at least three of the following:
  - a. Published a 1,000 word or greater article in the field of intelligence or analysis, which may have been co-authored with no more than two other individuals
  - b. Developed a training segment of at least two hours on intelligence or analysis
  - c. Presented a training segment of at least two hours on intelligence or analysis which was developed by someone else
  - d. Participated in providing advanced training of sixteen (16) hours or more

- by a recognized provider or agency
- e. Documentation or submission of an analytical technique to the IALEIA *Journal of Intelligence* or other academic, peer-reviewed publication
  - f. Nominated for, or awarded, an IALEIA professional award
  - g. Participated in a complex case or assessment which was done over at least three months and required the use of significant analytic skills and methodologies (must be documented by a supervisor)
  - h. Completed a special project which may be recognized as significant by the Professional Certification or Awards committees (such a project might include regular contributions to an intelligence publication)
  - i. Served as an officer or committee chair in an intelligence organization
  - j. Participated as an active FIAT instructor in a regularly-scheduled FIAT class
5. Continuous membership in the *International Association of Law Enforcement Intelligence Analysts*
  6. Documentation of a minimum of 8 hours of continuing education hours/credits earned per year
  7. Upon approval, a letter of congratulations will be sent to the analyst, along with a new certificate indicating the date of re-certification
  8. If disapproved, notification will be sent to the analyst providing the supporting rationale for disapproval.

## IV. Lifetime Criminal Intelligence Certified Analyst

*Lifetime Criminal Intelligence Certified Analyst* is the third tier of the IALEIA Professional Certification Program. An individual at the *Lifetime Criminal Intelligence Certified Analyst* tier is someone who has served in the criminal intelligence or analysis profession for twenty (20) or more years. This tier is intended to recognize those individuals who have demonstrated their dedication to the analytic profession through their many years of service. The *Lifetime Criminal Intelligence Certified Analyst* should serve as a role model and mentor for those less experienced analysts entering the criminal analysis profession and, as such, the *Lifetime CICA* status is recognition of outstanding service and competency over the long term.

- There is a one-time, non-refundable fee of \$150.00 to apply for this certification
- If the applicant is not eligible for this certification, the fee will not be returned
- Continuous IALEIA membership for a minimum of ten (10) years is required to apply for this certification
- IALEIA membership must be maintained to retain this certification

### A. Lifetime CICA – Criteria

After an appropriate period of employment in a criminal intelligence or analysis position and the required years of membership in IALEIA, a person may apply to become a *Lifetime Criminal Intelligence Certified Analyst*. The applicant must have been previously certified as a CICA and maintained the CICA certification for a minimum of five (5) years to be eligible for the *Lifetime CICA* certification.

1. Current IALEIA member in good standing for a minimum of ten (10) years
2. Current CICA certification status – must have held for at least five (5) years
3. Assignment to a job function that involves the application of analytic and intelligence techniques and methods
4. Adherence to IALEIA standards for ethics and professional conduct
5. Submission of *Lifetime Criminal Intelligence Certified Analyst* application and fee payment
6. Applicants must satisfy the re-certification requirements for their CICA renewal (per Part III), which is a part of the *Lifetime CICA* application process

### B. Lifetime CICA – Renewal

The *Lifetime Criminal Intelligence Certified Analyst* certification does not require renewal and will remain in force for so long as the individual who holds the certification remains an IALEIA member in good standing. Should an individual who holds a *Lifetime CICA* certification leave IALEIA membership, his/her certification will no longer be active.

## V. Lifetime Tenured Criminal Intelligence Certified Analyst

*Lifetime Tenured Criminal Intelligence Certified Analyst* is an honorary tier awarded under special circumstances to those individuals who have held the *Lifetime CICA* certification, but subsequently retired from their full-time criminal intelligence or analysis position.

- There is no fee required to apply for this honorary status
- The applicant must apply in writing to the Certification Manager
- The applicant must hold a current *Lifetime CICA* certification
- The applicant must provide documentation that he/she has entered into an official retirement status from his/her employing agency/organization
- Continuous IALEIA membership for a minimum of ten (10) years is required
- IALEIA membership does not need to be maintained to retain this honorary status

### A. Lifetime Tenured CICA – Criteria

If at some point after having been awarded the *Lifetime CICA* certification, the individual “officially” retires from his/her employing organization, and does not engage in further employment in an analytical capacity, he/she may apply for a special award of *Lifetime Tenured CICA*. *Lifetime Tenured CICA* is an honorary status that may be bestowed, upon request, to an applicant by the Director of Professional Development. There is no fee for this award and it does not require any further action on the part of the recipient.

### B. Lifetime Tenured CICA – Renewal

An individual who holds the *Lifetime Tenured CICA* is considered to have entered a retired status in terms of analytic employment and is, therefore not required to engage in any renewal actions, or maintain his/her IALEIA membership in order to retain this honorary status.

## VI. Previous IALEIA/SCCA Professional Certifications

Recognizing there have been previous versions of the IALEIA and SCCA certification programs, it is important to have a procedure in place to accommodate the transfer of previously-awarded certifications to the current program which will not adversely impact the individual holding the previous certification.

**Note:** The following roll-over procedures are valid only for IALEIA members in good standing who have maintained continuous IALEIA membership without any breaks since having attained their original certifications. Those individuals who have not maintained their IALEIA membership will not be accommodated by the roll-over program and will be required to initiate the certification process as a new applicant.

The following procedures will apply to transfer of previously-awarded certifications:

### A. Previous IALEIA Certifications – Roll-Over

- The individual must request to transfer his/her existing certification by making application to the IALEIA Certification Manager
- The transfer of all previously-issued certifications must be requested not later than the end of the “grace period” by December 31, 2013
- All transfers of certifications will follow the criteria that most closely fits the individual’s existing certification status and is the best match in the new Professional Certification Program
- Members holding a current CICA certification (issued in 2010 or later) will be able to renew their CICA at the re-certification date printed on their existing certificate using the original re-certification requirements for a 3-year renewal
- There will be no fee for the renewal of the existing 3-year CICA certificates
- Once renewed, the CICA status will be upgraded to the new certification program, which has a 5-year renewal cycle and re-certification fee
- Members holding a current *Basic Level Analyst* certificate will, upon request, be issued a new *Basic Analyst Classification* certificate
- There will be no fee for those individuals upgrading the *Basic Analyst* certificate
- Once replaced, the *Basic Analyst* classification will no longer require renewal
- Members holding a current *Lifetime CICA* certification will, upon request be issued the new *Lifetime CICA* certification
- Once replaced, the *Lifetime CICA* certification will not require any further renewal actions and the fee will be waived
- In all cases, applicants must provide a copy of their current certificates for verification purposes

## B. SCCA Certifications – Roll-Over

- The individual must request to roll-over his/her existing SCCA certification, by making application to the IALEIA Certification Manager
- The transfer of all previously-issued SCCA certifications must be requested not later than the end of the “grace period” by December 31, 2013, or they will no longer be considered valid for conversion to the new program
- Members who held a former SCCA certification may roll-over their certification to the IALEIA CICA certification without requirement to take an exam or pay any fee, so long as it is accomplished within the time period allowed
- Members requesting to roll-over their existing SCCA certification must complete a CICA application, but will not be required to supply documents beyond a copy of their SCCA certificate
- Individuals holding a SCCA *Lifetime* certification will be rolled-over into the new IALEIA *Lifetime* CICA status without requirement to take an exam or pay a fee

## VII. Removal of Certification

In order to maintain the professional integrity of IALEIA and the Professional Certification Program, circumstances could arise requiring an individual be removed from the Professional Certification Program. In the event of such an occurrence, the following procedures will be followed.

### A. Removal of Certification – Grounds

1. Failure to maintain continuous IALEIA membership in good standing
2. Significant lapse in IALEIA membership by non-renewal that extends beyond the acceptable “grace period” as contained in the IALEIA membership rules
3. Failure to complete re-certification requirements as required for maintaining the CICA certification status
4. Violation of IALEIA bylaws or Code of Ethics
5. Fraudulent application for certification, including gross misstatements, misrepresentation of material facts, or falsified qualifying documentation
6. Cheating on the certification exam
7. Plagiarism in professional writings
8. Any other act that brings discredit to IALEIA or the intelligence analysis profession

### B. Removal of Certification – Process

1. The individual is notified in writing of the violation and when the anticipated vote to remove certification will occur
2. The individual may respond, in writing, to the Certification Manager. Such comments will be shared with the Certification Committee and the IALEIA Board.
3. The Certification Committee will vote on removal of certification
4. The Director of Professional Development will inform the individual of the outcome of the vote
5. Should the individual disagree with the decision, he/she may submit a response in writing to the IALEIA President. The IALEIA President will present the response to the IALEIA Board for consideration. After reviewing the committee’s written opinion and the individual’s response, the Board will vote. The decision of the Board will be final.
6. If the individual’s certification is removed, he/she must return any IALEIA certificates issued

#### **15.4 Seneca College Institutional Plans and Reports**

The itemized list below includes links to the various college institutional plans and reports.

- 2012-2017 Strategic Plan  
<http://www.senecacollege.ca/about/reports/strategic-plan/strategic-plan-2012-17.pdf>
- 2012-2017 Academic Plan  
<http://www.senecacollege.ca/about/reports/academic-plan/academic-plan-2012-17.pdf>
- 2014-2015 Seneca Calendar  
<http://www.senecacollege.ca/fulltime/FullTimeCalendar.html>
- 2016-2017 Seneca Viewbook  
<http://www.senecacollege.ca/vb/Seneca-Viewbook-2016-17.pdf>
- 2015-2016 Academic Policy  
<http://www.senecacollege.ca/academic-policy/>