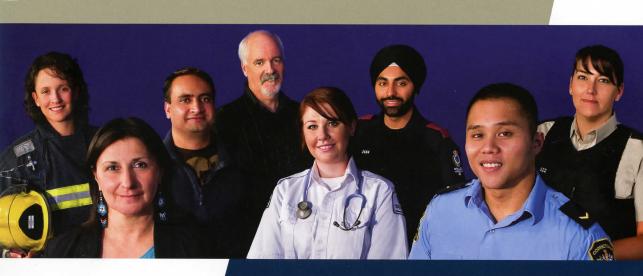


### JUSTICE INSTITUTE of BRITISH COLUMBIA

Canada's leading public safety educator



Education Plan Update 2008—2010

## Mission, Vision and Values

The Education Plan and the Update are directly tied to the Strategic Plan. At the heart of that plan are the JIBC's mission, vision and values.

#### Our Mission

Innovative education and training for those who make communities safe.

#### Our Vision

A world leader in justice and public safety education.

#### Our Values

- · Learning: Experiential and applied; Informed by research; Student-centred
- · Service: High quality; Respectful; Responsive
- Integrity: Educational programs; Business practices; Relationships

### Introduction

#### The 2006 - 2009 Education Plan was developed and approved in 2005.

The purpose of the plan was to expand upon the mission, vision, values, trends and core competencies outlined in the Justice Institute of British Columbia (JIBC) *Strategic Plan*, as they apply to our teaching and learning efforts, so that those efforts are:

- grounded in the needs of the professions we serve,
- aligned across the institute, and
- enhanced by this externally focused, cross-institutional foundation.

The plan has served the JIBC well. In the intervening years, however, there have been many important changes to the environment within which the JIBC operates. The JIBC has responded creatively to accommodate and take advantage of these changes. As a result, the Education Plan required an update. This document supplements the Education Plan. This Education Plan Update will serve the JIBC for the balance of the planning period until 2010 and set the stage for the development of the next major education plan that will be included in the JIBC's new strategic plan.

## JIBC: Institutional Overview

There is not a day in the life of British Columbia residents or organizations that is not influenced by students educated at the JIBC. Our graduates make society stronger; they touch lives every day in seen and unseen ways. We are a proven, innovative and exemplary leader in sustaining safe communities in B.C. and beyond. Each year, more than 30,000 students are involved in JIBC programs, including 8,000 online enrolments.

The JIBC's competency-based curriculum is grounded in research and theory, and it focuses on experiential learning that students can immediately apply in the workplace. Simulations allow students to experience the complexity, chaos and challenge of real incidents, and to acquire the knowledge and develop the skills they need to make decisions in critical situations.

The JIBC was founded to help students develop the operational skills they need to become police officers, firefighters, correctional and probation officers, deputy sheriffs, and paramedics. The JIBC also develops programs to meet emerging education and training needs in related disciplines, such as conflict resolution, volunteer search and rescue, emergency management, victim services, counselling, and professional driver training. Increasingly, employers are making it a requirement for justice and public safety professionals to be knowledge workers capable of critical decision-making and interacting in a multidisciplinary environment.

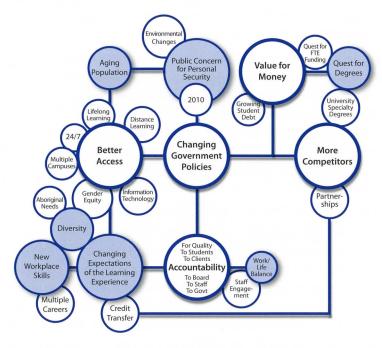
When there is an accident, a natural disaster, violence, or any threat to life or property in B.C., residents and organizations expect that professional help will respond. The JIBC educates and trains those emergency first responders and other public safety professionals to manage the complexity and stress of critical situations. Graduates learn to work as a team to respond effectively in emergencies, from earthquakes to collapsed buildings, terrorist attacks to prison riots and chemical spills, and other crises. The JIBC offers programs that span the safety spectrum, with a focus that covers prevention, response and recovery.

Throughout its history, the JIBC has been an active partner in joint programs with colleges and universities in British Columbia, across Canada and internationally. We believe that strategic partnerships with educational institutions can have great power if they combine the JIBC's strength in applied learning with other institutions' expertise in liberal studies and academic scholarship. While the JIBC sees expanding those affiliations to respond to new and emerging requirements for justice and public safety education, we must be vigilant about the financial elements of these relationships. We have, therefore, urged the provincial government to consider incentives to facilitate better partnership arrangements among institutions in B.C.

# The New Environment and Educational Planning

#### **External Environment**

The JIBC has identified the following key trends that will drive change:



The shaded circles represent external trends (i.e., those beyond the institution's control). The unshaded circles represent the kinds of responses that are emerging relative to the external trends, issues or events. The circle size reflects the relative importance of each entry within its cluster. For further elaboration and detail on each of these entries, refer to the JIBC's Education Plan.

The JIBC's Strategic Plan and Education Plan acknowledge these trends. The JIBC's programs and their graduates are critically important to B.C., as the world adapts to the reality of increased concern over individual and societal safety and security. In addition to educating individual police, fire, paramedic, corrections, courts and emergency preparedness/management professionals, the JIBC prepares counsellors to assist survivors, facilitate restorative justice practices and resolve conflicts for organizations and individual professionals in both the public and private sectors. Increasingly, employees and leaders at all levels of the public and private sectors want knowledge about justice and public safety so that they can help their organizations continue to operate during and after crises.

In recent years, the public's perceptions and expectations of the professions we serve have changed. This has come about because of technological advancements and a wider understanding of how complex and dynamic the issues can be in justice and public safety. We have responded to those changes by sharpening our focus on professionalism, to help ensure that every student has more than simply an optimum base level of knowledge and a basic competency. JIBC students have the opportunity to acquire a measure of professionalism that goes beyond skills training and is associated with a post-secondary academic education.

Finally, we recognize that the operational effectiveness of emergency services in the 21st century will depend increasingly on interdependence and interoperability. The JIBC's career-focused diplomas and degrees help generate a common understanding among the individual services that will enhance their ability to work together more collaboratively.

# Educational Philosophy and Learning Model

#### **Our Educational Philosophy**

JIBC learners acquire new skills, experiences and knowledge that they can immediately apply to their roles in making communities safe.

#### **Our Learning Model**

- Experiential learning with a strong emphasis on role-playing, simulations, and practicum settings, grounded in theory and informed by research.
- Competency-based instructional design with measurable standards of performance that are outcomes-based and reflect expectations of performance in a work role.
- Extended learning in which the classroom serves as "home base" and is augmented by various forms of distance learning, including online and web-based delivery. There is substantial interaction and communication between learners and faculty, and among learners themselves.
- Practitioners as faculty in a unique instructional model with faculty drawn from justice and public safety professionals.
- Learning linked to employers and the community to ensure that programs are current and relevant. The JIBC maintains strong links with justice and public safety employers, professional associations, communities, and agencies.

The JIBC education model focuses on active learning, using peer-based interactions, roleplaying, simulation, and workplace learning to ensure that learners develop the critical skills and decision-making abilities they require for their work and community roles.

With this approach, learners interact with content, their faculty, their peers, simulated experiences, and the "real" world. Interacting with content (e.g., self-study of texts, videos, or multimedia material) helps students build a solid foundation of knowledge and comprehension.

Interactions with faculty help students make sense and build meaning from this content. And interactions with their peers help put students' skills and knowledge into the context of their communities of practice.

The JIBC is at the forefront of the use of simulations for public safety education. Through simulation and immersive experiential scenarios, students have the opportunity to practise responses and make decisions about emergencies and disasters in a realistic but safe learning environment. Subject-matter experts in relevant areas of justice and public safety help with exercise design, delivery and debriefing. The JIBC has specialized simulation-training facilities at its New Westminster and Maple Ridge campuses.

JIBC simulation technology at the New Westminster campus immerses students in a crisis scenario, such as an earthquake or a bridge collapse. Students work in teams that mirror their working environment, and they receive both tactical and strategic management training for both large-scale critical incidents and major investigations. Exercises are built around the core component of facilitated plenary sessions, which allow students to review and reflect on their actions and decisions.

The student teams manage an incident within a dedicated room, monitored by training staff and subject-matter specialists, who provide meaningful feedback. The system also has the capacity to be used for a real-time command simulation. This allows a simulated incident/emergency incident to unfold from the point of first arrival on the scene, to the point at which the situation is under control. Real-time information about how the crisis is unfolding is conveyed to each team remotely, with the aid of video clips, audio clips, computer communications, and documents. In addition, the system has the capacity to monitor and record all the activities, communications, decisions and rationales that are reviewed in the plenary session.

## Educational Framework

In recent years, the JIBC has changed from a specialized training institution to a comprehensive educational institution that focuses on justice and public safety. With this change has come an evolution from non-credit, undeclared programs, to an integrated and coordinated range of credit programs leading to certificates, diplomas and degrees in the JIBC's areas of specialization.

Certificate and diploma programs are central to what the JIBC offers: they constitute approximately 73% of the institute's educational activity. In 2007/08, the four largest programs (in terms of students served) were the Primary Care Paramedic Program (327 FTEs), the Emergency Management Certificate Program (245 FTEs), the B.C. Fire Fighter 1 & 2 Certificate Program (244 FTEs), and the Police Studies Certificate (Recruit) Program (186 FTEs). Some of these programs are intended as degree-path programs; others are strictly practice-focused.

The demand for higher levels of education has led the JIBC to review the possibility of post-baccalaureate certificate programs in the justice and public safety disciplines, such as advanced law enforcement, specialized counselling, applied research, and child protection services.

In January 2006, the JIBC received approval from the Minister of Advanced Education to offer a Bachelor of Fire and Safety Studies degree program. Despite receiving no additional funding, the program is operating successfully and the first graduates received their degrees in June 2008. There are approximately 80 students enrolled in the upper-level courses (i.e., the third and fourth years) of this program, and approximately 300 potential degree students enrolled in the lower-level courses of the related

Fire Officer diploma program. Industry and student support for the Fire degree is extremely high. This program has demonstrated the demand for degree programs in JIBC's areas of expertise, as well as the JIBC's capacity to develop and deliver high-quality degree programs. Expansion of the JIBC applied research program will further enhance this program.

In May 2008, a second JIBC degree program was approved by the Degree Quality Assessment Board and the Minister of Advanced Education. This was the interdisciplinary Bachelor of Emergency and Security Management Studies degree program. This innovative program brings together specialized knowledge and skills to serve a new and emerging discipline previously unsupported in Canada. The U.S. has invested heavily since 9/11 in education for security and emergency-management professionals through its federal Homeland Security programs, but the JIBC degree in Emergency and Security Management Studies is the only comprehensive professional education program in this field in Canada. The JIBC program is mirrored by an extensive research program coordinated by Defense Research and Development Canada's Centre for Security Science, for which the JIBC has been named the Psychosocial Hub for the Pacific Region.

Other baccalaureate programs will be developed by the JIBC to meet identified student and industry needs. The JIBC has an interdisciplinary master's program, for justice and public safety leaders, in the early stages of development.

This educational framework will allow JIBC to expand and diversify, within its mandated areas, to meet the justice and public safety needs of British Columbia.

## Applied Research

The JIBC is the first Canadian institution to support transdisciplinary applied research in public safety and security. Our research addresses public safety through a lens of risk management and security science practice and technology. This work brings researchers and practitioners together: we partner with community-based public and nongovernmental organizations to solve problems and circulate evidence-based results to policy audiences at all levels. This relationship-based approach ensures that problemoriented collaborations will be highly relevant to communities, as well as cost-effective and practically designed and delivered.

### The JIBC applied research strategy is a key strategic initiative of the JIBC *Strategic Plan*. Applied research projects are typically:

- externally funded and supported, often by sources not generally accessed by B.C. universities and colleges (e.g., the CRTI Centre for Security Science at the Department of National Defence, and the Canadian Police Research Centre). JIBC applied research projects are financially sustainable and accountable to donors, the federal government, foundations and B.C. residents,
- executed through designated JIBC faculty and JIBC research associates (similar to university adjunct professors),
- responsive to the needs of B.C.'s diverse communities, including Aboriginal peoples. Applied research projects engage community leaders and institutional partners,
- designed (and delivered) to be responsive to community needs and serve the public good in all areas of public safety and security,
- developed and designed in support of regional and national research networks, and
- delivered to ensure that applied research is relevant to the lives and wellbeing of B.C. residents, and that research addresses the emerging challenges of the 21st century (e.g., climate change, avian influenza, SARS, and internally and externally driven threats and risks).

With its complement of current faculty and staff who hold master's and doctorate degrees, along with its highly qualified research associates and research partnerships with B.C. and Canadian universities, the JIBC is well positioned to apply for Tri Council applied research grants.

The JIBC has developed and launched two new undergraduate programs and has a potential transdisciplinary master's degree in Public Safety and Security in the concept stage. These will give the JIBC a critical mass of undergraduate and graduate students to undertake research assistantships and participate in field work and data compilation, entry, and analysis.

### **Education Priorities**

- **1.** Build on the JIBC's traditional and new strengths: continue to provide high-quality applied education and training for professionals in the existing and emerging justice and public safety fields.
- 2. Expand post-baccalaureate programs.
- **3.** Complete the development of and launch the Bachelor of Emergency and Security Management Studies.
- **4.** Continue to develop a range of interdisciplinary programs for justice and public safety professionals, recognizing that the effectiveness of public safety response in the 21st century will increasingly depend on interdependence and interoperability amongst responders. A coordinated response is critical to saving lives and collaborating effectively in a crisis.
- **5.** Complete a market research and feasibility study for an applied, interdisciplinary master's degree program for justice and public safety leaders.
- **6.** Prepare the next generation of safety professionals to replace the thousands of provincial and municipal employees who will be retiring between now and 2015.
- **7.** Expand regional delivery. This will include developing an educational plan for the Chilliwack campus.
- **8.** Enhance indigenization throughout the JIBC through the development of appropriate access and support for Aboriginal students, the inclusion of Aboriginal perspectives in JIBC programs, and through partnerships with various Aboriginal organizations.
- **9.** Through the use of new facilities, equipment and programming, advance the integration of complex simulation exercise design across all JIBC program areas.
- **10.** Expand external funding for applied research, strengthen the research infrastructure (including recruiting 12 research associates), and engage all JIBC divisions.

NOTE: Appendices are available with data on the occupational outlook and labour market demand for the following occupations:

- Paramedics and Other Paramedical Occupations
- Firefighters
- Police Officers
- Probation and Parole Officers and Related Occupations
- Other Occupations in Protective Service

For a copy of the appendix, please contact:
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