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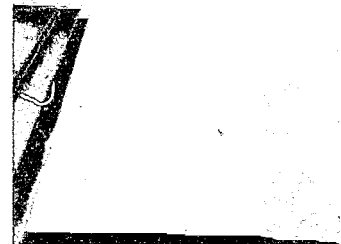
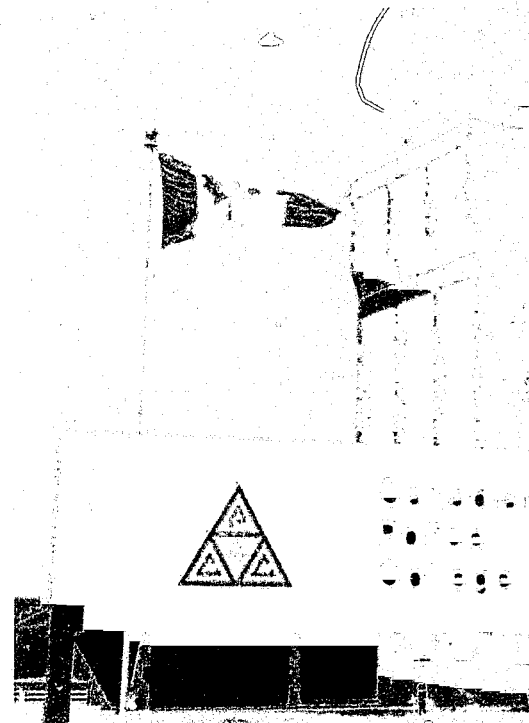
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64622



The Canadian Police College

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The Canadian Police College (CPC) is located along the Ottawa River in Ottawa, Ontario, the capital city of Canada. In every sense of the word, it is a college for law enforcement professionals. Students come from Federal, Provincial, and municipal police forces, the Canadian Armed Forces, and other countries. Eleven years before the official opening of the college on November 10, 1976, it was premised that the college should provide "experienced police officers with every essential form of police training, from organization and administration at the highest level to sophisticated investigative techniques." Further, it was noted that "this police college is to be open to qualified members of any Canadian police force."¹ This original planning goal has been achieved and expanded nationally to complement the law enforcement training programs not only of the Provincial and municipal police agencies but also Canadian civilian academic institutions as well.

Today, strides toward the integration of professional education and police training are made under the overall mission of the Canadian Police College, which is to encourage, guide, and stimulate both individual and organizational effectiveness within all of the Canadian law enforcement agencies. Achievement of this mission is being realized through planning, development, and implementation of specialized and general training; development of related educational programs; and the provision of research, information, and advisory services to support and supplement the mission.

An advisory committee, which is composed of representatives of the Provinces, the Federal Ministry of the Solicitor General (equivalent to the U.S. Attorney General), and the police profession, meets semiannually to review the progress and objectives of the college. In their efforts to set long-term objectives and priorities for police education, the committee is not content to merely serve as a review board. The committee members, well-acquainted with the system of criminal justice in Canada, have encouraged the establishment of specific objectives which clearly recognize the need for change that has become such a critical facet of quality police education and training.

These objectives are:

- 1) Continuous review of training, education, and management development needs;
- 2) Translation of those identified needs into effective programs and courses of learning;
- 3) Development and implementation of systems for monitoring the environment in anticipation of future needs for change;
- 4) Implementation of program evaluation systems to measure effectiveness against standards; and
- 5) Recruitment and development of expert human resources to meet program development and implementation demands.²

History

It is interesting to note the similarity between the early stages of the Canadian Police College and the original National Police Academy, which was sponsored by the Federal Bureau of Investigation in the United States. The CPC course was established in 1938 to fill a need for advanced training for Canadian police officers, whereas the FBI's program, prompted by President Franklin D. Roosevelt, was established in 1935. The early CPC course and FBI-sponsored training were both developed in response to each Nation's need to provide education for its police officers. The Canadian course was convened by the Royal Canadian Mounted Police (RCMP).

Since the late 1930's, the CPC course has evolved into a sophisticated college, although the location has changed from Regina to Ottawa for advanced training. The American National Police Academy, in turn, has developed into the FBI National Academy (NA). The FBI program has also expanded, both in enrollment and instructional scope, and its physical location has been moved from Washington, D.C., to the FBI Academy at Quantico, Va.

The original CPC course was an advanced course for police officers with the rank of sergeant or higher and was concerned with instruction in the law and related police procedures. A visit to the college today would reveal a much broader and sophisticated curriculum that includes all facets of contemporary law enforcement.

Instructional Staff

The instructional staff is drawn from various sources. However, a cadre of RCMP members is permanently stationed at the college. These men are senior noncommissioned officers (NCO) and are selected for their ability as instructors, as well as for their experience in various aspects of policing. In addition to having and continuing to develop their education in the areas of administration, management, and communication, some instructors have extensive experience in drug investigation, photography, identification procedures, instructional techniques, explosives, and gambling investigation.

In addition to the permanent staff, which numbers approximately 40, the college invites police agencies throughout Canada to send NCO's or officers to act as course directors for the duration of a specific executive development course or senior police administration course (SPAC). These course directors perform a role similar to the counselors at the FBI's National Academy. For comparative purposes, the SPAC program is not unlike the FBI NA, both in mission and scope.

Other guest speakers have been invited from the academic, business, and government sectors because of their individual knowledge and expertise. Prof. William Kelloway of the CPC anticipates that this phase of education will assist the police officer in meeting the challenges of complex social systems and increasingly sophisticated forms of crime.³ The college insists that its lecturers in all areas of training and education be among the best in their respective fields. This requirement is part of a broad-based future objective of linking continuing education with the professionalization of police in Canada.

Faculty Exchange Program

A new phase of the professional development of the college staff was initiated in 1978 during a conference conducted with representatives of the FBI Academy at Quantico. This conference resulted in a formal mutual agreement for an exchange of faculty members on a periodic, one-for-one basis. The basic exchange is normally for 2 weeks, which allows each visiting instructor the opportunity to step directly into the classroom and teach, monitor classes, engage in exchange of ideas and materials, and otherwise function as a full staff member of the host institution with all of the inherent privileges and responsibilities.

Occasionally, instructors who have specific expertise on a topic which would benefit the counterpart institution are invited for a less extensive period of time, specifically for the purpose of delivering appropriate lectures.

The CPC recognizes that "the major foundation of police effectiveness and of their responsiveness in providing a community service" must be through sound education and training.⁴ This concept is clearly compatible with the goals of FBI-sponsored training and education and is realized through the faculty exchange program. It is a program that is viewed by both the RCMP and the FBI as a significant step in achieving the rapid exchange of information and concepts in the vast and always expanding area of law enforcement education.

Curriculum

The college recognized early that much of the benefit of a police training curriculum could be derived only if programs were flexible in response to change. This meant that the need for change must be respected and that the curriculum should evolve according to the needs of all of Canada's police forces. The actual scheduling of courses at the college is set according to the stated training needs of the various departments.

Courses are offered in both French and English to meet regional cultural variances. For example, an instructional techniques course, which is offered both on location at the college and to the various police departments with the purpose of developing and certifying qualified instructors, was completely translated into French by members of the staff. This course is taught by bilingual staff members from the college, complete with all training aids and handouts duplicated in the French language. This high standard of commitment and excellence permeates the atmosphere of the CPC.

The two principal administrative courses which form the nucleus of training and education for police executives and managers are the following:

- 1) Executive Development Course. This is a 6-week course for senior police executives which is designed to present ideas, situations, and theories for analysis through class interaction and through dialogue with resource persons and seminar leaders. Material presented is expected to give class members a fresh perspective from which to view their duties as senior police executives.
- 2) Senior Police Administration Course. This course is specifically designed to meet the needs of the middle management level of Canadian police forces and is attended by members of the senior noncommissioned and junior officer ranks who are currently serving or about to be appointed to supervisory positions. Communication skills, managerial concepts relating to human resource development, overview of crime trends, and the role of the police officer in a complex society are major segments of the 5-week curriculum.

Specialized courses, offered on an inservice basis away from or at the college, range in duration from 4 days to 12 weeks. These are:

- 1) Identification Methods and Techniques includes fingerprint comparison, photography, crime scene search, and presentation of evidence. (8 weeks in duration)

- 2) Advanced Identification Course involves collection of evidence, forensic pathology, arson investigation, and photography. (3 weeks in duration)
- 3) Drug Investigational Techniques is designed to develop skills, knowledge, and investigative techniques essential to the investigation of drug-related offenses. (2 weeks in duration)
- 4) Instructional Techniques Course teaches current and potential instructors both theory and technique of instruction. (2 weeks in duration)
- 5) Police Explosives Technicians Course gives instruction on the recognition, handling, and use of various types of explosive materials. (5 weeks in duration)
- 6) Counterfeit Investigational Techniques develops knowledge and skills necessary to successful counterfeit investigation duties. (2 weeks in duration)
- 7) Criminal Intelligence Course deals with investigative techniques for use in combating various types of criminal activity. (2 weeks in duration)
- 8) Intelligence Analysis Course treats methodology through which seemingly unrelated information and data are transformed into meaningful intelligence. (1 week in duration)
- 9) Gambling Investigational Techniques provides skills and information required to enforce legislation related to illegal gambling activities. (2 weeks in duration)
- 10) Commanders Course, Hostage/Barricaded Persons Situations is instruction which enables the person in charge to direct effectively operations using proper deployment of manpower and use of the negotiating team. (4 days in duration)
- 11) Negotiators Course, Hostage/Barricaded Persons Situations is intended for those who would be negotiators in these situations, including coverage of psychotic and criminal behavior. (4 days in duration)

- 12) Crime Prevention Coordinators Course emphasizes the management and planning of crime prevention programs, as well as developing and managing specific programs. (3 weeks in duration)
- 13) Fitness Leadership Course is for those who are engaged in an official health or physical fitness position. It presents lifestyle modification and life quality enhancement programs, with emphasis on leadership in various fitness and health promoting activities. (5 days in duration)
- 14) Effective Presentation Course is for personnel required to give formal presentations to groups. (1 week in duration)
- 15) Polygraph Examiners Course deals with criminal investigative interviews; 5 years' police experience required. (12 weeks with 2 weeks training in the field)
- 16) Human Relations Instructors Course is for those who will deal with instruction in job stress, interpersonal perceptions, crisis intervention, and communication in police/citizen encounters. (1 week in duration)
- 17) Multicultural Education Instructors Course offers instruction in cultural awareness, history of Canada's minority people, multiculturalism, and ethnicity. (1 week in duration)

In keeping with the challenges of growth and change, it should be noted that aspects of several of these courses are incorporated throughout various programs at the college. The physical fitness program, for example, is an integral part of both the Executive Development Course and the SPAC. Another course with aspects that are directly related to the Executive Development Course and SPAC programs is the Effective Presentation Course. The college's continuously developing curriculum clearly makes use of the concept of interaction among subject areas and recognizes the need for a well-educated police professional.

Research and Development

A necessary component of any comprehensive educational institution, the research and program development branch of the CPC, was formed to conduct research in police personnel management and training areas. Their research results provide a flow of information directly to the police community.

One of the latest achievements of the college is the CPC information service. This is a readily accessible source of information for police agencies that is based primarily on an expanding college library. The information service concentrates on police force management and police personnel administration, and it extends into matters related to operations.

Another important contribution to the information field is the publication of the *Canadian Police College Journal*. The *Journal* publicizes college programs, as well as printing significant articles of major police interest. An important feature of this magazine is the review of new books and law enforcement journal information.

Research activities at the CPC are geared toward the practical. They are viewed as a process for achieving expansion of experience which relates to issues of current interest to those in law enforcement.

Conclusion

The comments in this article are based on the personal experience of the author, a faculty member of the FBI Training Division, who participated in the exchange program with the CPC. The tangible results of this program abound, such as the exchange and implementation of sound ideas to enhance each agency's training program. The intangible results are equally important. The informal discussions, the participation as coequals in each institution's programs, and the sharing of intercultural outlooks about the future of education for the law enforcement profession were invaluable.

The exchange program promotes a healthy perspective about law enforcement in general. Its valuable results encourage exchanges of similar types, not only between different countries but also among the various agencies within a country. The National Advisory Commission on Higher Education for Police Officers stated that the best way to educate the police institution for change is to develop the capacity of the police to use knowledge to solve problems. They were, in effect, alluding to programs of this type. Using knowledge to solve problems includes the use of information gathered from many sources in order to produce or test new conclusions. In addition, it can and should include an

educational program which provides brief, intensive residential periods at various institutions.⁵ These objectives can be broadened and interpreted to include the type of exchange programs addressed in this article.

Those of us in law enforcement cannot afford a myopic view of our influence and contribution to society. Free-flowing and open-ended discussion among our colleagues is essential to the advancement of criminal justice administration and responsible law enforcement. The professionalism of the Canadian Police College exemplifies the continuing endeavor toward such a goal.

Footnotes

¹"The Canadian Police College," *Royal Canadian Mounted Police Gazette*, 39 (January 1977).

²Canadian Police College Brochure, November 1976 (Liaison Branch of the Royal Canadian Mounted Police, LIA. 026) p. 3.

³Dr. William Kelloway, *A Continuing Education Program for the Police Profession* (Liaison Branch of the Royal Canadian Mounted Police, 1978), p. 2.

⁴"The Canadian Police College," p. 2.

⁵Lawrence W. Cherman and the National Advisory Commission on Higher Education for Police Officers, *The Quality of Police Education* (San Francisco: Jossey-Bass Publishers, 1978), pp. 1-166.

Guide to Police Pursuit Tires

The Law Enforcement Standards Laboratory at the National Bureau of Standards has published a *Guide to High Speed Patrol Car Tires*, which is designed to assist police departments in selecting tires for patrol cars involved in high-speed pursuit driving. It stresses that regular passenger tires should not be used on vehicles involved in high-speed police work. Regular tires require certification for speeds up to only 85 mph (136 km/h), whereas pursuit tires should be tested and certified for use at road speeds up to 125 mph (200 km/h).

In addition to considering the speed factor, the guide also reports on tire construction, proper inflation, the

use of snow tires and chains, and the types of tires available. It encourages police departments to examine the types of roads driven, weather conditions, and special hazards and discusses other considerations, such as treadwear, braking traction, cornering traction, and driving and spinning traction. The guide also covers all aspects of maintenance, including proper tools, correct mounting and balancing procedures, alignment, and tire rotation.

The *Guide to High Speed Patrol Car Tires* (NBS S.P. 480-88) is available for \$2.00 a copy from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order by Stock No. 003-003-02073-7.

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