**For Section A, below, the breadth of knowledge of the criminal justice field refers to and includes, but is not restricted to, the following: understanding of the importance of the field of criminal justice and an awareness of major issues; of the functioning and importance of criminal justice structures and institutions; of the implications of diversity issues; understanding the importance of leadership action roles in criminal justice issues. The field of criminal justice is understood to include the following areas: community policing, cross-cultural awareness, the environment, organized crime, family violence, and law and policing that are needed by police, corrections, security and other enforcement officers such as police officers, corrections officers, court officers and private security officers.**

**For Section B, below, “the discipline” or “the field” refers to content described above.**

|  |
| --- |
| **A. Demonstration of Content and Knowledge** |
| **1. Breadth and depth of knowledge of program content** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **2. Understanding of theory/concepts related to program content** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **3. Policy and policy development** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| B. Essential Process and Application Skills |
| **4. Critical thinking, problem solving, decision-making** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **5. Communication skills/Capacity to disseminate knowledge** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **6. Professionalism and ethical practice** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **7. Working independently and/or in teams** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **8. Planning, organizing and executing projects** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **9. Leadership and supervisory ability** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **10. Lifelong Learning (self and professional development)** |
| **Learning Criteria** | **Learning Statements** | **Origin of Learning** | **Supporting Documentation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

[**BPA CRJS (Program) program-based criteria table**](https://www.athabascau.ca/prior-learning/is-plar-for-me/program-criteria-and-credit-potential/portfolio-criteria-bpacjp.html)