



Broadcasting-Television Program Standard

*The approved program standard for
Broadcasting-Television program of
instruction leading to an Ontario College
Diploma delivered by Ontario Colleges of
Applied Arts and Technology (MTCU
funding code 51904)*

**Ministry of Training, Colleges and Universities
November 2014**

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Inquiries regarding specific Broadcasting-Television programs offered by colleges of applied arts and technology in Ontario should be directed to the relevant college.

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I. Introduction

This document is the Program Standard for the Broadcasting-Television program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 51904).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Vocational Learning Outcomes

The vocational learning outcome statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The elements of the performance for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Broadcasting-Television Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the Ministry of Training, Colleges and Universities at the address or email address noted on the inside cover page.

II. Vocational Standard

All graduates of Broadcasting-Television programs have achieved the ten (10) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.

Preamble

The television and video production industry is an exciting and dynamic field which is constantly evolving to meet the needs of its consumers and reach a wider audience by distributing content using new media technologies. Now, more than ever, the industry requires employees with diverse and specialized skills in order to remain competitive.

Graduates of the Broadcasting - Television program have acquired the fundamental creative and technical skills required in order to create effective television, video and digital or Web production content and assume various entry-level positions in this field. Upon completion of this program, graduates have achieved a high level of competency in many areas of production: equipment operations; production management; post-production; and Web-based and mobile broadcasting. They have also acquired skills related to creative storytelling and content preparation for scripts, interviews, and reporting as well as the Web.

Graduates of the Broadcasting - Television program are well versed in the basics of the production process for television, video and digital or Web programming, and are capable of assuming multiple roles while working as part of a production team. They possess the skills required to properly monitor the technical quality of video productions and televised, digital or Web content delivery, and achieve or maintain optimal results. Graduates of this program also acquire fundamental business skills which allow them to work to deadlines and remain within budgets, develop good working relationships, and explore opportunities and resources geared to independent production. They are familiar with accepted industry practices and have learned to conduct their work in compliance with the various standards, regulations and safety codes applicable to the industry.

Several employment opportunities await graduates of the Broadcasting - Television program. Equipped with a combination of creative abilities and production skills, they may seek employment in public or private-sector television stations, production and post-production companies, cable and satellite television companies, film production houses, animation studios, media production houses, independent film or video production studios, as well as Web and digital media production facilities.

Graduates of this program are prepared to assume a variety of industry-related positions including, but not limited to: camera operator or assistant; master control* operator; technical operator; teleprompt operator; production assistant; production coordinator; floor director; chase producer; sound assistant; sound and video editor; digital media technician; data or media wrangler; script or editorial assistant; and online producer.

There are also opportunities for graduates to pursue further educational qualifications. Graduates should contact individual colleges and universities for further details.

Endnote: The Ontario Council on Articulation and Transfer (ONCAT) maintains the [provincial postsecondary credit transfer portal, ONTransfer](#).

Synopsis of the Vocational Learning Outcomes

Broadcasting-Television (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

- 1. operate industry standard production equipment, in studio and on location, to create television, video and/or web content for multiple platforms.**
- 2. deliver television, video and digital or web content via multiple platforms in formats that meet current broadcast industry standards.**
- 3. participate in the planning and preparation of television, mobile and/or Web productions that meet industry standards and regulations.**
- 4. monitor and maintain the technical quality of productions during recording and broadcasts using resources, equipment and protocols which meet with industry standards.**
- 5. participate in marketing activities to promote independent productions and/or a station's brand and products.**
- 6. plan and prepare interviews, scripts and reporting content for use in television, video or digital media productions.**
- 7. use business skills and accepted industry practices in the creation of television, video and/or web productions.**
- 8. keep current with the needs of the television and digital media broadcast industry using strategies that enhance work performance and guide professional development.**
- 9. conduct work safely in accordance with all applicable acts, regulations, legislation, and codes to ensure personal and public safety.**
- 10. use a variety of post-production skills and techniques to enhance and complete television, digital, web and/or video productions.**

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*

operate industry standard production equipment, in studio and on location, to create television, video and/or Web content for multiple platforms.

Elements of the Performance

- Knowledge of the various stages of production: pre-production, production, post-production
- Identify, prepare, set up and conduct checks on all equipment needed for production in studio, or on location, as required
- Handle equipment with care during setup, take-down, storage and transport between locations
- Conduct site checks in preparation for field recordings and live broadcasts
- Operate a range of production equipment (e.g., studio and mobile cameras, switchers, lighting, microphones, audio board and playback equipment, etc.) proficiently to produce content of high technical quality
- Use a variety of camera techniques (e.g., pan, tilt, zoom) to create desired shots and effects and achieve composition most suitable for intended distribution platforms (e.g., close-ups for mobile device access)
- Use appropriate graphics software, equipment and templates to introduce graphics on cue or as required
- Troubleshoot routine technical malfunctions related to equipment, hardware and software, and apply corrective measures when possible
- Select and use relevant industry software and hardware to record and edit audio and video
- Use appropriate recording formats for post-production editing and multiple platform distribution
- Use different types of lighting and related equipment, and basic lighting techniques to achieve desired light and shadow effects
- Use appropriate set and intercom etiquette at all times

2. *The graduate has reliably demonstrated the ability to*

deliver television, video and digital or Web content via multiple platforms in formats that meet current broadcast industry standards.

Elements of the Performance

- Adapt or enhance broadcast productions using a range of media technologies (e.g., web content supplements, live web streaming, vodcasts, DVD)
- Use social media, file sharing sites and other relevant media tools to access and upload audio, video and web content
- Use codecs to compress digital rich media files (audio and video) for data transfer purposes
- Monitor social media traffic and online activity generated by viewers in response to content
- Create capture archives, data logs and backups of video content
- Repurpose video content for broadcast use or distribution across various platforms
- Update and maintain websites that support television, video and webcast content
- Enhance multiplatform production content using rich media elements (e.g., integrated video clips, banners, drop-downs, pop-ups, etc.)
- Upload video and other recorded media content using relevant data management software, hardware and media storage devices
- Distribute, edit, transfer, catalogue, curate and store media files in appropriate formats and create backup systems using relevant digital file management techniques
- Stream live television content to multiple screens for viewing on a variety of devices
- Employ ethical practices and sound editorial judgement when acquiring, using and distributing content

3. The graduate has reliably demonstrated the ability to

participate in the planning and preparation of television, mobile and/or Web productions that meet industry standards and regulations.

Elements of the Performance

- Identify consumer demographics, develop a viewer profile and gather data to select or develop programming in formats and genres that are of interest to the target audience
- Participate in all aspects of the pre-production process
- Gather and organize materials required for program planning (e.g., information, notes, scripts, storyboards, resource inventories, etc.)
- Assist in preparing program content that complies with the regulations and standards pertaining to the broadcast industry (e.g., Canadian Radio-television and Telecommunications Commission - CRTC, Canadian Broadcast Standards Council -CBSC) company policies, where applicable, and copyright legislation
- Assist in the planning, research and production of online or mobile content to supplement original broadcast
- Prepare story briefs and/or storyboards for use in pitching ideas and program proposals
- Conduct research to develop program concepts or enhance storylines and scripts
- Collaborate with other members of the program team to create, develop or enhance storylines and storytelling
- Develop story structures and adapt storytelling according to the intended medium and format (e.g., webisode, web series, mobile content, etc.)
- Assist in identifying existing content that may be repurposed for alternative uses
- Select or prepare appropriate sets and props to enhance the production process
- Use appropriate industry software to prepare programming material

4. *The graduate has reliably demonstrated the ability to*

monitor and maintain the technical quality of productions using resources, equipment and protocols which meet with industry standards.

Elements of the Performance

- Identify technical difficulties as they arise in live and recorded productions and find ways to resolve them rapidly
- Troubleshoot technical errors and problems related to equipment or software, and identify solutions or repairs required
- Maintain optimal audio and video signal levels and quality for all parts of the production
- Use appropriate visual cues, intercoms and/or wireless communication devices to communicate information and provide feedback
- Monitor productions during recording and broadcast for compliance with established quality standards and industry regulations (i.e., CRTC)
- Check digital and web-based production content (e.g., live streams, webcasts, video on-demand) for functionality and quality of video and audio

5. *The graduate has reliably demonstrated the ability to*

participate in marketing activities to promote independent productions and/or a station's brand and products.

Elements of the Performance

- Gather necessary information to develop a sound understanding of a station's organizational structure, brand and target market and demographics
- Identify competitors, assess their activities, and determine market trends using research and critical thinking skills
- Use various social media and networking tools to promote and market a production or station brand, products and/or services
- Use social media networks and other relevant outlets (e.g., film festivals, crowdsourcing sites, blogs, etc.) to promote independent productions
- Interpret data on station rankings, audience viewing and media consumption trends and ratings obtained from media research organizations
- Contribute to the planning of a station's marketing and branding strategies
- Create or source content for use in promotional materials
- Complete all tasks in accordance with all applicable regulations (e.g., CRTC, CSBC) pertaining to the use of advertising and its revenues

6. *The graduate has reliably demonstrated the ability to*

plan and prepare interviews, scripts and reporting content for use in televised, video or digital media productions.

Elements of the Performance

- Use effective research skills to gather and summarize information and ideas from various sources
- Discern fact from opinion and verify the validity of the information obtained and its sources
- Use effective storytelling skills and techniques to craft stories for use in a variety of program genres
- Prepare lists of concise and pertinent questions for use in pre-interview and interview stages
- Prepare, write and present scripts for a variety of program genres
- Verify that information used and material presented is free of slanderous, libellous, or defamatory content
- Complete all work in strict adherence of ethical rules of conduct and applicable regulations pertaining to copyright infringement and plagiarism
- Liaise with program guests or their representatives to arrange appearances or interviews
- Confirm that appropriate agreements have been obtained for use of interview subjects, musical content, footage, or images

7. The graduate has reliably demonstrated the ability to

use business skills and accepted industry practices in the creation of television, video and/or Web productions.

Elements of the Performance

- Complete production tasks as assigned, on time and within budget
- Collaborate as a team member to achieve common goals
- Use effective interpersonal and conflict resolution skills to interact with colleagues, supervisors, business clients and the public at large
- Seek out networking opportunities to build and foster strong business relationships
- Gain insight into a station's and, if applicable, its parent company's corporate organizational structure as well as industry business models
- Outline a proposal for an independent production, including a basic production budget and cost projections
- Identify opportunities for independent television productions using knowledge of current business structures and practices of public, corporate and independent broadcasters
- Apply fundamental knowledge of contracts, labour laws and the role of union guilds
- Use knowledge of funding sources (e.g., business grants, government incentives, private and public sector funding initiatives, crowdsourcing) and available tax credits to explore financing opportunities for independent productions

8. *The graduate has reliably demonstrated the ability to*

keep current with the needs of the television and digital media industry using strategies that enhance work performance and guide professional development.

Elements of the Performance

- Keep current with emerging trends and news relating to the evolution of the television and digital media broadcast industries
- Seek out mentorship or volunteer opportunities to further develop skills and gain valuable workplace experience
- Identify relevant training opportunities (e.g., courses, webinars, conferences, workshops) to update skills on an ongoing basis and maintain currency within the broadcasting industry
- Join peer and other industry user groups and follow or participate in discussion forums to stay attuned to new practices, techniques and technologies
- Develop and maintain professional networks using social media and relevant technological tools
- Solicit constructive feedback from peers, supervisors and clients on an ongoing basis to improve all aspects of work performance
- Identify relevant professional associations that provide professional development resources or assistance (e.g., Canadian Media Guild, Canadian Media Production Association, Radio Television Digital News Association, Canadian Association of Broadcasters)
- Be flexible and adaptable to a fast-paced work environment and with unexpected circumstances as they arise
- Assume responsibility and accountability for one's work and its impact on other aspects of the production
- Create and maintain an up-to-date employment portfolio
- Communicate and manage personal branding and showcase one's skills and samples of production work using effective presentation skills and a variety of social media tools
- keep abreast of decisions rendered by the Canadian Broadcast Standards Council (CBSC) and the Canadian Radio-television and Telecommunications Commission (CRTC) which impact on day-to-day activities or operations

9. *The graduate has reliably demonstrated the ability to*

conduct work safely in accordance with all applicable acts, regulations, legislation, and codes to ensure personal and public safety.

Elements of the Performance

- Perform all assigned work in compliance with established operational policies and procedures
- Apply the regulations set out in the *Occupational Health and Safety Act (1990)* pertaining to use of hazardous materials (i.e., WHMIS), protective equipment, workplace lighting and material handling, fire prevention and protection (i.e., Industrial Establishments, Reg. 851), and workplace violence and harassment
- Conduct site checks and risk assessments of work environments to identify safety issues
- Conduct routine safety inspections of the work environments to detect, report, and take measures to correct hazardous conditions when and wherever possible
- Set up workspace and complete tasks with regard for the protection of self and others at all times, taking into account personal limitations and ergonomic principles (e.g., lifting or moving props and equipment, running cables and extension cords, etc.)
- Inspect equipment and systems, conduct routine testing, and complete required documentation in accordance with reporting procedures and formats in place
- Observe electrical safety rules and best practices and follow manufacturers' guidelines applicable to the use of industry-specific equipment (e.g., lighting fixtures, cables, distribution generators, etc.)
- Follow established emergency protocols and procedures when crisis situations occur and be aware of the community's emergency response plan where field work is conducted
- Comply with occupational codes of conduct and adhere to workplace expectations related to the use and maintenance of personal protective and safety equipment
- Possess fundamental knowledge of the *Employment Standards Act, 2000* and union contracts
- complete and submit incident or accident reports in the case of workplace or on-site injuries
- Participate in safety training initiatives or programs to obtain certifications, as required (e.g., fall protection, aerial lift, forklift operation, first aid/CPR, etc.)

10. The graduate has reliably demonstrated the ability to **enhance television, digital, web and/or video productions using a variety of post-production skills, tools and techniques.**

Elements of the Performance

- Use storytelling skills to effectively edit and preserve the creative and essential elements of the story
- Acquire, transfer and convert video production footage into required format for post-production editing
- Ingest* media content and metadata into digital destination systems (e.g., broadcast servers, asset management systems, editing software) for use in various digital media (e.g., websites and mobile media)
- Use a range of video editing techniques for online and offline editing of video footage using relevant industry software
- Complete preliminary editing and produce rough cuts for use in consultation with clients to validate content and make changes or adjustments, as required
- Organize media assets and workflow from point of acquisition to on-air broadcast
- Use audio editing techniques to manipulate sound files and achieve optimal volume levels and sound quality
- Edit audio and/or video segments in the manner best suited to the intended delivery platforms (e.g., mobile media devices, Web) and related aspect ratio (i.e., screen size).

III. Essential Employability Skills

All graduates of the Broadcasting-Television program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 1. execute mathematical operations accurately.
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. <i>locate, select, organize and document information using appropriate technology and information systems.</i> 2. <i>analyze, evaluate and apply relevant information from a variety of sources.</i>
INTERPERSONAL	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i> 2. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
PERSONAL	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 1. <i>manage the use of time and other resources to complete projects.</i> 2. <i>take responsibility for one's own actions, decisions and their consequences.</i>

IV. General Education Requirement

All graduates of the Broadcasting-Television program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the

meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

4. Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.