



# **Broadcasting-Radio Program Standard**

*The approved program standard for  
Broadcasting-Radio program of  
instruction leading to an Ontario College  
Diploma delivered by Ontario Colleges of  
Applied Arts and Technology (MTCU  
funding code 51903)*

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

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ISBN 978-1-4606-4815-5 (PDF)

# Acknowledgements

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the development of this program standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- all individuals and organizations who participated in the consultations;
- the co-ordinators of Broadcasting-Radio Programs for their assistance throughout the project, the project officer who led the development of the vocational standard, Nicole Simoneau, seconded faculty member from Collège Boréal and Louise Campagna from La Cité collégiale.



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# I. Introduction

*This document is the Program Standard for the Broadcasting-Radio program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 51903).*

## 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-Radio 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-Radio 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 radio communication industry has undergone many significant changes in recent years, and continues to evolve and adapt to rapidly changing broadcasting technology and an increasing range of new media and distribution platforms. Now, more than ever, the industry requires employees with diverse and specialized skills in order to remain competitive.

Graduates of the Broadcasting - Radio program develop a range of communication skills which they apply in a number of areas such as program content creation and delivery, on-air duties, interviews, script writing, reporting, promotions and sales, as well as the development of Web and social media content. They gain the practical hands-on skills and knowledge needed to prepare for entry-level positions in this field and achieve competency in all aspects of the radio business, including technical audio production, program planning and production, on-air programming, Web-based and mobile broadcasting technology, interviewing and reporting techniques, as well as advertising sales, marketing and promotions via the use of social media.

Graduates of the Broadcasting - Radio program are well versed in the basics of the radio and audio production process, both in studio and field locations, and are capable of assuming multiple roles while working as part of a production team. They possess the skills required to monitor and evaluate the technical quality of radio broadcasts, and achieve or maintain optimal results. Graduates of this program also use fundamental business skills which enable them to work to deadlines and remain within budgets, and successfully network with clients and peers. They are familiar with accepted industry practices and have learned to conduct their work in compliance with the various standards, regulations, legislation and codes applicable to the industry.

Many employment opportunities await graduates of the Broadcasting - Radio program. Equipped with a combination of creative abilities and technical skills, they may seek employment with public or private sector radio broadcasters. in a number of positions including, but not limited to: production assistant or coordinator; assistant to program, music or news director; announcer; show host; reporter; junior assignment editor; junior audio editor; technical producer (board operator); broadcast technician or operator; post-production technician; sound mixer; sound technician; junior commercial or content producer; junior advertising sales or account executive; promotions coordinator; and digital and/or social media coordinator/producer. Entrepreneurial and freelance opportunities also exist for graduates of this program.

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-Radio (Ontario College Diploma)

*The graduate has reliably demonstrated the ability to*

- 1. create radio productions and audio content, in studio and on location, using relevant broadcasting equipment and related industry technologies.**
- 2. deliver, support and promote radio broadcast content via multiple platforms using a variety of media.**
- 3. participate in the planning and preparation of programming content for a variety of radio formats.**
- 4. monitor and evaluate the quality of radio broadcasts using appropriate relevant resources, tools and equipment which meet current industry standards.**
- 5. assist in promoting the a station's brand and generating revenues through a variety of marketing and advertising sales activities.**
- 6. plan and prepare interviews, scripts and reporting content for use in radio broadcasts.**
- 7. use business skills and accepted industry practices in the completion of tasks and projects.**
- 8. keep current with the needs of the broadcast industry using strategies that enhance work performance and guide professional development.**
- 9. perform all work in compliance with relevant statutes, regulations, legislation, industry standards and company policies.**
- 10. present live programming on air to relay various types of information and stories in different formats.**

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

## The Vocational Learning Outcomes

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

**create radio productions and audio content, in studio and on location, using relevant broadcasting equipment and related industry technologies.**

### Elements of the Performance

- Apply knowledge of the various stages of production
- Identify, prepare and set up all equipment needed to produce radio or audio content in studio, or on location, as required
- Handle equipment with care during setup, take-down and transport between locations
- Conduct site checks in preparation for field recordings and live broadcasts
- Set up, test and adjust microphones to achieve and maintain acceptable output levels
- Operate audio consoles and peripheral equipment proficiently to achieve and maintain optimal recording quality
- Troubleshoot routine technical malfunctions related to equipment, hardware and software, and apply corrective measures when possible
- resolve technical malfunctions promptly and efficiently during program recordings or live broadcasts
- Record and edit a variety of audio programming content (e.g., news, weather, traffic, interviews, announcements, commercials, live talk, etc.) using appropriate audio software and hardware
- Use appropriate recording formats for intended platform distribution (e.g., live streaming webcast, podcast)
- Use relevant industry software and hardware proficiently to create quality audio content and radio broadcasts

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

**deliver, support and promote radio broadcast content via multiple platforms using a variety of media.**

### Elements of the Performance

- Create and save audio content in a variety of formats
- Upload audio and/or video content to websites and social media platforms using relevant software, hardware and media storage devices
- Gather or prepare text, graphic, video and/or audio material to support radio content in social media and websites
- Repurpose audio content for broadcast use and distribution across various formats and platforms
- Enhance multiplatform broadcast productions using a range of media technologies (e.g., live web streaming, podcasts) and/or rich media elements (e.g., integrated video clips)
- Maintain websites that support radio broadcast and podcast content
- Employ ethical practices when acquiring, using and distributing content
- Monitor social media traffic and online media activity generated by listeners in response to station's content
- Employ ethical practices when acquiring, using and distributing content
- Monitor social media and online media activity generated by listeners in response to station's content
- Use social media and other relevant audience marketing tools to attract listeners and promote radio content via various platforms

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

**participate in the planning and preparation of programming content for a variety of radio formats.**

## Elements of the Performance

- Identify the station's demographics, develop a listener profile and gather material to select or develop programming that is of interest to the target audience
- Participate in all aspects of the pre-production process
- Assist in the planning, research and production of online content that represents and/or complements on-air broadcasts
- Select songs to create music playlists for various program genres
- Schedule programming, commercials and musical content in appropriate time slots using appropriate tools and automation software
- Use knowledge of industry rating scales and methods to assess program popularity and media consumption habits
- keep abreast of current events and ongoing news developments in a variety of areas (e.g., politics, economy, human interest, lifestyle, sports and entertainment, etc.) and be prepared to adapt and react to changes as they occur
- Extract, gather, organize and present pertinent information from various validated sources
- Assemble, organize and edit materials for broadcast use (e.g., news stories, announcements, soundbites, etc.)
- Select, record and edit voice tracks or sound effects using audio recording and editing software

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

**monitor and evaluate the quality of radio broadcasts using appropriate relevant resources, tools and equipment which meet current industry standards.**

## Elements of the Performance

- Continuously monitor all technical aspects of radio broadcasts to rapidly identify difficulties as they arise and find ways to resolve them immediately
- Troubleshoot technical errors and problems related to equipment or software, and identify solutions or repairs required
- Maintain optimal signal levels and audio quality for all parts of the radio broadcast
- Use visual cues to communicate information and provide feedback to colleagues, on-air personalities, producers, etc.
- Verify functionality and technical quality of online radio content (e.g., webstreams, podcasts)
- Monitor broadcast content (e.g., commentaries, news reporting, interviews, song lyrics, etc.) for compliance with the station's format and quality standards
- Identify and select suitable content (e.g., music lyrics, audio clips, soundbites, etc.) for on-air use and, when required, edit for broadcast
- Use sound judgement and critical thinking skills to screen and direct caller traffic to live talk programs



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

**assist in promoting the a station's brand and generating revenues through a variety of marketing and advertising sales activities.**

## Elements of the Performance

- Gather necessary information to develop a sound understanding of a station's organizational structure, brand, target market and demographics
- Identify competitors, assess their activities, and determine market trends using research and critical thinking skills
- Contribute to a station's online presence using various social media and networking tools to promote and market a station brand, and generate interest in its promotions, advertising products and services
- Apply basic knowledge of budgets (i.e., how break-evens and profit/loss margins are determined), sales commissions, targets and quotas, and returns on investment (ROI)
- Interpret data on station rankings, audience listening trends and ratings obtained from media research organizations
- network with clients to establish business relationships using a variety of strategies (e.g., social media communications, cold calling, business and community partnership events, public appearances)
- Contribute to the planning and implementation of a station's promotions and its advertising, marketing and branding strategies
- Use knowledge of media sales and radio marketing strategies to create effective presentations or materials that promote a station and its advertising products and services
- Create, source and produce ad content for clients (e.g., copywriting, jingles, graphics)
- Schedule or position ads to gain maximum exposure for the client
- Liaise with businesses and companies to secure donations for station give-aways, marketing incentive items or contest prizes
- Make public appearances and conduct live location broadcasts to represent the station at a variety of special events (e.g., community fundraisers, business trade shows, corporate campaigns, educational/job fairs, concert or festival venues, sporting events, etc.)

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

**plan and prepare interviews, scripts and reporting content for use in radio broadcasts.**

## Elements of the Performance

- Use effective research skills to gather and summarize information from various sources for use in preparing interviews, reports, news stories and commercials
- Discern fact from opinion in all types of information sources
- Prepare lists of concise and pertinent questions for use in pre-interview and interview stages
- Schedule live and off-air interviews in studio or via remote access (e.g., teleconference, web conference, etc.)
- Prepare and write objective, clear and accurate scripts for news stories and routine reports
- Check facts for accuracy and verify the validity of information sources
- Verify that information used and material presented is free of slanderous, libellous, or defamatory content
- Complete all work in strict adherence to ethical rules of conduct and applicable regulations pertaining to copyright infringement and plagiarism
- Assemble and produce news materials for live cast
- Monitor current affairs to generate ideas for the development of news stories
- Liaise with program guests or their representatives to arrange interviews
- Organize the elements of a story and analyze its structure to create effective scripts or reports
- Prepare, write, and produce a range of commercial and promotional announcements
- Discuss risks and debate issues related to accuracy in reporting and fact checking, copyrights, and libel or slander

7. The graduate has reliably demonstrated the ability to

**use business skills and accepted industry practices in the completion of tasks and projects.**

### Elements of the Performance

- Complete 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
- Adhere to and carry out company policies and procedures, as directed
- Use appropriate negotiating skills and business strategies to secure deals with clients
- Complete and execute all work ethically, punctually and efficiently

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

**keep current with the needs of the broadcast 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 radio broadcasting industry
- 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 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 in 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 the station's day-to-day activities or operations

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

**perform all work in compliance with relevant statutes, regulations, legislation, industry standards and company policies.**

## Elements of the Performance

- Perform all assigned work in compliance with established operational policies and procedures
- Complete all tasks in accordance with regulations set out by the Canadian Radio-television and Telecommunications Commission (CRTC) and the Canadian Broadcast Standards Council (CSBC)
- Adhere to occupational codes of conduct (e.g., Radio Television Digital News Association – RTNDA, Canadian Association of Broadcasters - CAB) and organizational policies that strengthen an inclusive, equitable, respectful, safe and cooperative workplace environment
- Conduct routine safety inspections of the work environments to detect, report, and take measures to correct hazardous conditions when and wherever possible
- Inspect equipment and systems, conduct routine testing, and complete required documentation in accordance with reporting procedures and formats in place
- Complete and submit incident or accident reports in the case of workplace or on-site injuries
- 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 equipment, running cables and extension cords, etc.)
- Promote the safety of self and others by adhering to organizational practices and procedures, and complying with health and safety legislation (e.g., *Occupational Health and Safety Act (1990)*; Workplace Hazardous Materials Information System (WHMIS))
- Possess fundamental knowledge of the Employment Standards Act and union contracts

10. The graduate has reliably demonstrated the ability to

**present live programming on air to relay various types of information and stories in different formats.**

### Elements of the Performance

- Perform a variety of on-air duties, e.g., announcing upcoming programming, presenting guests, introducing musical artists and songs, executing station contests, etc.
- Establish positive rapport with guests, listeners and callers during call-in activities or talk shows
- Conduct and present effective interviews for live or pre-recorded formats
- Communicate with confidence and diplomacy at all times
- Read aloud, recite, pronounce and articulate scripted material clearly, fluently and confidently for listening or live audiences
- Participate in spontaneous ad-libbing, adapting to conversation or up-to-the-minute information during news reports, interviews, call-ins, etc.
- Comply with all regulations pertaining to on-air language and content usage as permitted at different times of the schedule
- Perform voiceovers for use in promotional announcements and production of commercials, or to enhance or develop show content
- Solicit feedback from peers, supervisors to validate and enhance written copy and on-air presentation
- Read and present on-air news, weather, traffic, sports reporting, etc.

### III. Essential Employability Skills

*All graduates of the Broadcasting-Radio 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.

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



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

## IV. General Education Requirement

*All graduates of the Broadcasting-Radio 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.