



# **Recreation and Leisure Services Program Standard**

*The approved program standard for  
Recreation and Leisure Services of  
instruction leading to an Ontario College  
Diploma delivered by Ontario Colleges of  
Applied Arts and Technology (MTCU  
funding code 52203)*

Ministry of Training, Colleges and Universities  
February 2014

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Programs Branch, Program Standards and Evaluation Unit

E-mail: [psu@ontario.ca](mailto:psu@ontario.ca)

Inquiries regarding specific Recreation and Leisure Services 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 Recreation and Leisure Services program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 52203).

## 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 Recreation and Leisure Services 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 Recreation and Leisure Services programs have achieved the nine 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 Recreation and Leisure Services program prepares graduates to work with individuals across the lifespan. Graduates will be able to develop and support inclusive\*, culturally relevant, accessible recreation\* facilities, parks and open spaces, as well as leisure\* and wellness\* programs and events, all of which support and embrace diversity, healthy active living\* and protect the natural environment while enhancing the quality of life for individuals, groups and communities.

Recreation and Leisure Services graduates work in a variety of roles, such as program coordinators and managers, activity directors and guides, recreation\* and health promoters. They are employed in a wide range of recreation and leisure facilities and settings\* including recreation\*, arts, cultural, sports and aquatic facilities, senior centres and outdoor recreation\* sites, such as environmental education areas, camps, parks and sports, as well as in tourism, including resorts, cruises and adventure tourism. These work settings include not-for-profit, commercial, private or government environments.

Graduates promote and advocate for the benefits of recreation\*, leisure\* and healthy active living\* by applying principles of marketing and current communication technologies. Graduates apply customer service, programming, administrative, financial, planning and social entrepreneurial\* skills necessary for working in entry-level positions in the recreation\* and leisure\* services field. They apply leadership and group facilitation skills to work effectively with diverse individuals, groups, staff and volunteers.

Through collaboration with community partners and engagement with citizens and groups, graduates apply relationship building skills to contribute to the development of vibrant, healthy and active communities.

Graduates of the Recreation and Leisure Services may pursue additional opportunities in the form of specialized learning (e.g., therapeutic recreation, event management, sports administration, outdoor recreation, fitness, tourism, hospitality, youth leadership). 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 at <http://www.ontransfer.ca>

\*See Glossary

# Synopsis of the Vocational Learning Outcomes

## Recreation and Leisure Services (Ontario College Diploma)

*The graduate has reliably demonstrated the ability to*

- 1. develop, implement and evaluate inclusive\* recreation\*, leisure\* and wellness\* programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices.**
- 2. apply administrative and customer service skills to support the delivery of recreation\*, leisure\* and wellness\* programs, events and services.**
- 3. analyze, develop and implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies.**
- 4. contribute to the development of fiscally sustainable and responsible recreation\*, leisure and wellness\* programs, events and services using current and relevant principles and practices of business, finance and social entrepreneurship\*.**
- 5. supervise, lead and support the development of staff and volunteers involved with recreation\*, leisure\* and wellness\* programs, events and services.**
- 6. apply safety and accessibility practices to the efficient operation and administration of recreation\* and leisure\* facilities and settings\*.**
- 7. promote the benefits and values of recreation\*, leisure\* and healthy active living\* and recommend inclusive\* programs, events and services to individuals and groups.**
- 8. apply community development\* strategies which engage citizens and community partners while advocating for healthy communities\*.**
- 9. develop strategies for ongoing personal and professional development as a recreation\* and leisure\* services professional.**

*\*See Glossary*

*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*

**develop, implement and evaluate inclusive\* recreation\*, leisure\* and wellness\* programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices.**

### Elements of the Performance

- Develop appropriate principles, purposes, goals, objectives and time lines based on best practices
- Assess the recreational, leisure\* and wellness\* needs of diverse groups including those of target populations such as youth at risk, older adults, low socioeconomic status and members of culturally diverse communities
- Research demographic information, community indicators and social determinants of health to determine the programming needs of the community
- Apply the principles of human growth and lifespan development\*, theories of personal change and harm reduction approaches
- Align programs with industry quality standards
- Identify the barriers (e.g., economic, discrimination, health, ability) and constraints to participation in recreation\*, leisure\* and wellness\* programs, events and services and develop strategies for positive change and inclusion\*
- Apply the concepts of inclusion\* and accessibility to program and service philosophy, policy and practice
- Incorporate individual and group assessment information and recognize the impact of health, social, emotional, cognitive and spiritual factors on participants when adapting programs
- Engage individuals and communities in program planning
- Implement strategies that ensure programs and services are culturally relevant to participants
- Plan for flexibility in program delivery including registration, scheduling and setting
- Align proposed and current programs and events with the organization's strategic plan and best practices in recreation\*, leisure\* and wellness\* programming
- Assess facility, equipment, inventory and supply requirements needed to support programming needs
- Collaborate with other professionals, organizations and associations in the planning and implementation of recreation\*, leisure\* and wellness\* programs
- Identify and access individual and community resources necessary for the

- delivery of recreation\*, leisure\* and wellness\* services
- Lead team members in the planning and delivery of recreation\*, leisure\* and wellness\* programs
  - Use qualitative and quantitative performance measures, techniques and tools to inform new programs and events or to make changes to existing programs and events

\* *See Glossary*

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

**apply administrative and customer service skills to support the delivery of recreation\*, leisure\* and wellness\* programs, events and services.**

### Elements of the Performance

- Create and maintain paper-based and electronic records that are current, accurate, concise, organized and accessible
- Safeguard the privacy and confidentiality of all client information
- Select and use a variety of current technologies including word processing, spreadsheets, presentation software and recreation\* specific software
- Plan and conduct accessible meetings using facilitation techniques, effective communication and presentation skills
- Communicate clearly, coherently and professionally, in appropriate written and spoken formats, to diverse groups of people
- Apply sound decision-making and time-management techniques
- Apply creative problem-solving skills to the day to day operation of recreation\*, leisure\* and wellness\* programs and services
- Apply knowledge of the structure and operation of private, government, commercial and not-for-profit organizations to support recreation\* leisure\* and wellness\* programs and services
- Apply ethical and accountability principles related to programming standards, informed consent, insurance, liability and risk management
- Promote customer service and program delivery

\* See Glossary

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

**analyze, develop and implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies.**

## Elements of the Performance

- Conduct and analyze basic market research to identify potential markets for programs, events, services and facilities
- Identify and use appropriate resources for successful marketing
- Identify and use marketing research to promote recreation\*, leisure\* and wellness\* programs and services
- Contribute to the development of a marketing plan with a benefits based orientation within a culture of customer service excellence
- Market the various capabilities and features of recreation\* and leisure\* facilities and settings\*
- Develop marketing and communication strategies for cost effective publicity and public relations for a variety of target audiences in recreation\*, leisure\* and wellness\* programs and services
- Develop accessible promotional materials using a variety of paper-based and electronic communications technologies including social media
- Work in partnership with corporate communications departments where available
- Develop and maintain relationships with key community contacts for the promotion of the benefits of recreation\*, leisure\* and wellness\* initiatives

\* See *Glossary*

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

**contribute to the development of fiscally sustainable and responsible recreation\*, leisure\* and wellness\* programs, events and services using current and relevant principles and practices of business, finance and social entrepreneurship\*.**

## Elements of the Performance

- Identify and implement revenue generation strategies appropriate to an organization (e.g., private, government, commercial, not-for-profit)
- Identify grant sources and prepare grant proposals that focus on the benefits of recreation\*, leisure\* and healthy active living\*
- Contribute to the development of program, event and service budgets that accurately forecast and assess expenditures and revenues and maintain accurate financial records
- Measure fundamental indicators of the economic, quality of life and social impacts of recreation\*, leisure\* and wellness\* programs and services
- Collaborate in the development of proposals and the implementation of innovative\* and creative strategies for revenue generation (e.g., sponsorship programs, partnership initiatives, fund raising, sources of funding for clients, subsidies)
- Develop and implement strategies for increasing alliances, sponsorships and partnerships with internal and external stakeholders
- Contribute to the development of business plans for existing and innovative\* recreation\*, leisure\* and wellness\* programs and services
- Apply social entrepreneurial principles to the design and delivery of innovative\* recreation\*, leisure\* and wellness\* programs and services
- Complete a cost, benefits and risk analysis of revenue-generation proposals
- Calculate appropriate prices and user fees to maintain the viability of programs, services and facilities
- Review demographic studies, trends and issues and identify their impact on the development of new and financially sustainable programs and services

\* See *Glossary*

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

**supervise, lead and support the development of staff and volunteers involved with recreation\*, leisure\* and wellness\* programs, events and services.**

## Elements of the Performance

- Recruit, select, orient, train, coach, motivate and appraise the performance of volunteers and staff.
- Assess individual group member's expected role behaviour and determine appropriate support
- Facilitate communication among individuals and group members to support effective team work
- Apply appropriate leadership roles related to the situation at hand and the maturity and behaviour of group members
- Determine and recognize the roles, responsibilities and contributions of all team members
- Apply supervision and leadership techniques including those relating to empowerment, decision making, delegation, conflict resolution, group facilitation, risk management and due diligence
- Apply strategies to facilitate and deal with change
- Identify and comply with legislation and policies which have an impact upon the supervision of staff and volunteers (e.g., *Ontario Employment Standards Act, 2000, Ontario Health and Safety Act, 1990, Accessibility for Ontarians with Disabilities Act, 2005 (Bill 168), Canadian Charter of Rights and Freedoms, 1982 and Ontario Human Rights Code, 1989 (revised 2000)*)
- Contribute to the development, implementation and evaluation of organizational policies and procedures related to human resources
- Promote meaningful volunteer involvement by applying the principles and practices of volunteerism as outlined by professional guidelines, codes and/or standards such as, the Canadian Code for Volunteer Involvement (2012)
- Identify and provide opportunities for the personal and professional development of staff and volunteers

\* See *Glossary*



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

**apply safety and accessibility practices to the efficient operation and administration of recreation\* and leisure\* facilities and settings\*.**

### Elements of the Performance

- Provide input for the design and development of safe and accessible recreation\* facilities and settings\*
- Contribute to project planning and administration of indoor and outdoor recreation\* and leisure\* facilities and settings\*
- Apply the various functions involved in the operation and maintenance of recreation\* and leisure\* facilities and settings\*
- Implement strategies that ensure recreation\* and leisure\* facilities and settings\* are accessible and barrier free in order to promote full participation in recreation\*, leisure\* and wellness\* programs and events
- Implement safety strategies including facility lock down, security and emergency protocols
- Comply with relevant legislation, regulations, standards and policy that affect the safe operation and maintenance of recreation\* facilities (e.g., *Ontario Health and Safety Act, 1990, Accessibility for Ontarians with Disabilities Act, 2005*, building codes, fire regulations and pool and ice surface maintenance procedures)
- Use a variety of scheduling approaches to optimize the use of recreation\* and leisure\* facilities and settings\*
- Identify gaps in facility utilization targets and identify alternative utilization plans
- Apply energy and environmental conservation strategies in the operation of recreation\* and leisure\* facilities and settings\*
- Assess the potential creative use of alternative indoor and outdoor recreation\* and leisure\* facilities and settings\*
- Contribute to the planning process of recreation\* and leisure\* facilities and settings\*

\* See Glossary

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

**promote the benefits and values of recreation\*, leisure\* and healthy active living\* and recommend inclusive\* programs events and services to individuals and groups.**

## Elements of the Performance

- Identify and compare philosophies and theories of recreation\*, leisure\* and wellness\* from historical and contemporary perspectives
- Explain the benefits of recreation\*, leisure\* and healthy active living\* and their relationship to lifestyle enhancement
- Select and use appropriate strategies, tools and models for promoting recreation\*, leisure\* and wellness\* education, both independently and through strategic alliances
- Plan, deliver and evaluate presentations appropriate for diverse audiences relating the benefits of recreation\*, leisure\* and healthy active living\*
- Promote an awareness of available recreation\*, leisure\* and wellness\* opportunities to diverse target populations including youth at risk, older adults, individuals with diverse needs and members of culturally diverse communities
- Relate the benefits of a holistic approach to personal well-being and healthy active living\*
- Facilitate the education of the individual and caregivers regarding the understanding of developmentally appropriate recreation\*, leisure\* and health promotion programs
- Promote the benefits of recreation\*, leisure\* and health promotion programs in the work place
- Identify the role of recreation\*, leisure\* and wellness\* counselling and the process of referral to other related professionals (i.e., health professionals, social service workers and community service providers)
- Recommend programs, services and resources according to identified needs, abilities, interests and cultural practices

\* See Glossary

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

**apply community development\* strategies which engage citizens and community partners while advocating for healthy communities\*.**

### Elements of the Performance

- Apply relationship building skills to connect and engage citizens and community groups in the planning and delivery of recreation\*, leisure\* and wellness\* programs, services and events
- Collect and analyze information related to current trends in recreation\*, leisure\* and wellness\* programs, services and facilities through research and consultation
- Develop and use strategies for identifying key stakeholders and resources within the community
- Assist community groups to access support and resources related to recreation\*, leisure\* and wellness\* initiatives
- Apply knowledge of community development\* principles and values (e.g., advocacy, cooperative action and healthy communities\*) to assist individuals and community groups to manage change and to achieve their goals
- Engage citizens and community groups in shared problem solving, decision making and conflict resolution related to recreation\*, leisure\* and wellness\* program, events and services
- Provide leadership opportunities to individuals and groups within communities related to recreation\*, leisure\* and wellness\* initiatives
- Contribute to community partnerships and strategic alliances in recreation\*, leisure\* and wellness\* programs events and services
- Contribute to the design, implementation and analysis of community-based needs assessments related to recreation\*, leisure\* and wellness\* programs and services
- Apply, in collaboration with others, an appropriate planning process to support community development\* initiatives (i.e., determine outcomes, goals, objectives; use planning tools and resources; develop terms of reference; monitor process; develop evaluation techniques)
- Maintain partnerships with government departments, recreation\* organizations and other agencies to advance the community recreation\*, leisure\* and wellness\* services and programs

\* See *Glossary*

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

**develop strategies for ongoing personal and professional development as a recreation\* and leisure\* services professional.**

### Elements of the Performance

- Develop and articulate a personal philosophy of recreation\*, leisure\* and healthy active living\*
- Identify and discuss the key elements of professionalism
- Identify the purpose and value of professional associations in the recreation\* and leisure\* field at the community, regional, provincial and national levels
- Identify and comply with organizational codes of conduct, core values and professional codes of ethics
- Identify and monitor trends and issues impacting recreation\*, leisure\* and wellness\* services
- Identify, analyze and implement best practices in recreation\*, leisure\* and wellness\* programs and services
- Promote competence as a recreation\* and leisure\* professional by engaging in critical reflection, peer and self-evaluation and inter-professional practice
- Identify and access professional development resources and opportunities which promote professional and personal growth i.e., training, skill development, workshops, conferences and certification
- Identify knowledge and skills within the recreation\* and leisure\* profession that are transferable to other professions
- Apply life management strategies\* for maintaining healthy active living\* and personal effectiveness
- Present oneself using professional tools which best identify skills, knowledge, attributes and experience (e.g., resume, portfolio, e-portfolios, interview, social media, online communities and websites)
- Initiate and maintain networks with other recreation\* professionals and service providers
- Advocate for the recreation and leisure field

\* See *Glossary*

# Glossary

**Community development** – Empowering communities through the organization of groups of people who act collectively to make decisions about projects, programs and policies that affect them as a community. Community development includes the concept of recreation practitioners, acting as change agents in community building, supporting development and capacity building at the individual, group and organizational level (adapted from Herchmer, Brenda. 2011. Recreation and Parks: Examining Our Community Building Value Proposition. National Recreation Summit).

**Healthy active living** – Lifelong regular physical activity that plays an important role in health, well-being and quality of life and is recommended for persons of all ages, abilities and social backgrounds and their families (adapted from Public Health Agency of Canada, 2013).

**Healthy communities** – Communities which integrate social, economic and environmental goals and which are based on the principle that people and their communities are interrelated and achieve their full potential when they take control of factors that determine their physical and mental health and social well-being. They are characterized by community engagement, broad sectorial participation and shared decision-making. Recreation and leisure professionals join citizens, members of community groups, government representatives and professionals from health, social services and/or other fields to participate in initiatives aimed at supporting the development of healthy communities (Adapted from Ontario Healthy Community Coalition, OHCC, 2010).

**Human growth and lifespan development** – Progression of one's physical, social, emotional and cognitive maturation across all ages and stages of development from infancy and childhood to older adulthood.

**Inclusion (Inclusive)** – A philosophy of equity where all members of society, regardless of ability level, socioeconomic status, age, gender, sexual orientation, religion, ethnicity and culture have equal access to opportunity and participation.

**Innovative** – A new or unique approach to program or service planning based on predicted future trends or needs.

**Leisure** – Voluntary, intrinsically motivating experiences that people engage in during their free time away from work and obligations.

**Life management strategies** – Approaches to daily living, lifestyle choices and behaviours including the management of health, wellness and stress.

**Recreation** – Activities, active or passive, a person or group chooses to do in order to make life more interesting, enjoyable, healthy and satisfying. Recreation

activities are deemed to have a positive social impact and contribute to well-being at the individual, group and community level.

**Recreation and leisure facilities and/or settings** – Locations where recreation, leisure and wellness programs, activities and services take place. These include recreation, arts, cultural, sports and aquatic facilities, seniors' centres and outdoor recreation sites such as environmental education areas, camps, parks and settings in the tourism industry (e.g., resorts, cruises and adventure tourism).

**Social entrepreneurship** – The capacity and willingness to develop, organize and manage a venture aligned with an organization's social mission and strategic goals. Social entrepreneurship is characterized by innovation, strategic thinking and creating social value.

**Wellness** – A multidimensional state of being (physical, emotional, psychological, social, intellectual, occupational and environmental) describing the perception of positive health, quality of life and a general sense of well-being.

### III. Essential Employability Skills

*All graduates of the Recreation and Leisure Services 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 Recreation and Leisure Services 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.