



Rural Recreation Program Standard

The approved program standard for Rural Recreation program of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 42203)

**Ministry of Training, Colleges and Universities
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Inquiries regarding specific Rural Recreation 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 Rural Recreation program of instruction leading to an Ontario College Certificate delivered by Ontario colleges of applied arts and technology (MTCU funding code 42203).

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 Rural Recreation 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 Rural Recreation programs have achieved the eight 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 Rural Recreation program prepares graduates to plan, organize and deliver inclusive*, community based recreation*, leisure* and wellness* programs and services based on the identified needs and available resources in remote or rural communities*.

Rural Recreation graduates may work in a variety of entry level positions in recreation facilities and settings* in remote or rural communities* including recreation*, arts, cultural and sports centres and facilities, First Nations agencies and outdoor recreation* sites including environmental education areas, parks as well as in sport and adventure tourism. These work settings include not-for-profit, commercial, private or government environments.

Graduates promote the benefits of recreation*, leisure* and healthy active living* and apply basic leadership, programming, business and organizational skills to support culturally relevant and financially sustainable recreation*, leisure* and wellness* programs and services in remote or rural communities*.

Graduates of the Rural Recreation program possess foundational knowledge and skills that may lead to further postsecondary study in a related field, such as recreation and leisure services or recreational therapy. 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

Rural Recreation (Ontario College Certificate)

The graduate has reliably demonstrated the ability to

- 1. plan, organize and deliver inclusive* recreation*, leisure* and wellness* programs and events that respond to identified needs, interests, abilities and available resources in remote or rural communities*.**
- 2. use administrative skills in the provision of recreation*, leisure* and wellness* programs, events and services.**
- 3. apply basic marketing strategies to promote recreation*, leisure* and wellness* programs, events and services in remote or rural communities*.**
- 4. identify strategies that maintain fiscally sustainable and responsible recreation*, leisure* and wellness* programs, events and services using basic principles and practices of business and finance.**
- 5. assist with the supervision and leadership of staff and volunteers involved with recreation*, leisure* and wellness* programs, events and services in recreation settings* within remote or rural communities*.**
- 6. contribute to the safety and accessibility practices and to the efficient operation of recreation and leisure facilities and settings* within remote or rural communities*.**
- 7. identify strategies that promote the benefits and values of recreation*, leisure* and healthy active living* for individuals and groups in remote or rural communities*.**
- 8. develop strategies for ongoing personal and professional development to enhance work in remote or rural communities*.**

**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*

plan, organize and deliver inclusive* recreation*, leisure* and wellness* programs and events that respond to identified needs, interests, abilities and available resources in remote or rural communities*

Elements of the Performance

- Develop appropriate principles, purposes, goals, objectives, and time lines
- Identify the recreation*, leisure* and wellness* needs of individuals and groups in remote or rural communities including those of special target populations such as, youth at risk, older adults, unemployed individuals and members of Aboriginal communities
- Compile a community inventory of programs, services and human resources
- Identify facility, equipment, inventory, and supply requirements
- Use a systematic program planning approach
- Apply the principles of human growth and lifespan development* considering cultural practices
- Access individual and community resources necessary for the delivery of recreation*, leisure* and wellness* programs and events
- Apply the concepts of inclusion* and accessibility to the implementation of recreation*, leisure* and wellness* programs and events in remote or rural recreation* settings
- Identify the barriers (e.g., access, economic, discrimination, health, ability) and constraints to participation in recreation*, leisure* and wellness* programs and events and develop strategies for inclusive* participation in remote or rural communities
- Work with other professionals and organizations to plan, organize and deliver recreation*, leisure* and wellness* programs and events
- Plan for flexibility in program delivery including registration, scheduling and setting

* See Glossary

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

use administrative skills in the provision of recreation*, leisure* and wellness* programs, events and services.

Elements of the Performance

- 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 and presentation software and recreation* specific software
- Conduct accessible meetings using 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
- Use problem-solving skills in the day to day operation of recreation*, leisure* and wellness* programs and services
- Explain the governance structure of remote and rural communities and its impact on the delivery of recreation*, leisure* and wellness* programs and services
- Apply ethical and accountability principles related to programming standards, informed consent, insurance, liability and risk management

* *See Glossary*

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

apply basic marketing strategies to promote recreation*, leisure* and wellness programs, events and services in remote or rural communities*.

Elements of the Performance

- Identify potential markets for programs, special events, services, and facilities in remote or rural communities
- Implement basic marketing strategies that target recreation*, leisure* and wellness* programs, events, services and facilities and settings* in remote or rural communities
- Assist in the development of a marketing plan
- Apply strategies for effective publicity and public relations to a variety of target audiences within remote or rural communities*
- Promote recreation*, leisure* and wellness* programs, events and facilities using a variety of paper-based and electronic communications technologies including social media
- Identify potential partnerships with government departments, recreation* organizations and other agencies that promote or offer assistance with marketing the benefits of recreation*
- Develop and maintain relationships with key community contacts for the promotion of the benefits of recreation*, leisure* and wellness* initiatives within remote or rural communities

* *See Glossary*

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

identify strategies that maintain fiscally sustainable and responsible recreation*, leisure* and wellness* programs, events and services using basic principles and practices of business and finance.

Elements of the Performance

- Identify revenue generation strategies appropriate to remote and rural organizations (e.g., private, government, commercial, not-for-profit)
- Identify the role of government structures and funding in remote and rural recreation*, leisure* and wellness* programs and services
- Identify grant sources and assist with the preparation of grant proposals
- Apply basic marketing strategies to revenue generation
- Calculate appropriate prices and user fees to maintain the viability of programs, services and facilities
- Administer program, event and service budgets that accurately forecast and assess expenditures and revenues and maintain accurate financial records
- Identify strategies for increasing alliances, sponsorships and partnerships with internal and external stakeholders
- Use interpersonal skills in soliciting fund-raising support from individuals, community groups, institutions, government, business, foundations and industry

* *See Glossary*

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

assist with the supervision and leadership of staff and volunteers involved with recreation*, leisure* and wellness* programs, events and services in recreation settings* within remote or rural communities*.

Elements of the Performance

- Use knowledge of leadership theories and processes in remote and rural recreation communities*
- Assist with the recruitment, selection, orientation, training and supervision of staff and volunteers
- Identify the roles and responsibilities of team members and support effective team work
- Facilitate communication among group members
- 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)*)
- Adhere to, communicate and implement organizational policies and procedures
- Apply the principles and practices of volunteerism

* See *Glossary*

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

contribute to the safety and accessibility practices and to the efficient operation of recreation and leisure facilities and settings* within remote or rural communities*.

Elements of the Performance

- Provide input for the design and development of safe and accessible recreation* settings in remote and rural communities
- Apply strategies that ensure recreation* and leisure* settings are accessible and barrier free in order to promote full participation in recreation*, leisure* and wellness programs and events
- Apply safety strategies including facility lock down, security and emergency protocols
- Identify and comply with 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)
- Develop schedules that optimize the use of recreation* and leisure* settings
- Identify strategies that promote energy and environmental conservation in the operation of recreation* and leisure* settings
- Support the safe and accessible use of recreation* and leisure* settings

* *See Glossary*

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

identify strategies that promote the benefits and values of recreation*, leisure* and healthy active living* for individuals and groups in remote or rural communities*.

Elements of the Performance

- Identify the importance of recreation*, leisure* and a healthy active lifestyle at the individual, family and community level
- Identify appropriate strategies and tools for implementing recreation*, leisure* and wellness* education in remote and rural communities
- Plan and deliver 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 in remote and rural communities including, youth at risk, older adults, unemployed individuals and members of Aboriginal communities
- Connect individuals and groups with other relevant community and social services and facilities
- Relate the benefits of a holistic approach to personal well-being and healthy active living

* *See Glossary*

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

develop strategies for ongoing personal and professional development to enhance work in remote or rural communities*.

Elements of the Performance

- 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 trends and issues impacting recreation*, leisure* and wellness* services in remote and rural communities
- Identify and access professional development resources and opportunities which promote professional and personal growth (i.e., training, skill development and certification)
- Apply life management strategies *to maintain healthy active living* and personal effectiveness
- Initiate and maintain networks with other recreation* professionals and service providers in remote and rural recreation* settings

* See *Glossary*

Glossary

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).

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.

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 and leisure activities take place. These include recreation, arts, cultural, sports and aquatic facilities, seniors' centres and outdoor recreation sites such as environmental education areas, camps, and parks and in the tourism industry (e.g., resorts, cruises and adventure tourism).

Remote or rural communities – Communities that are characterized by small populations and/or are located at a distance from population centres (towns and cities). Remote and rural communities possess unique socioeconomic, cultural and environmental features and may face challenges associated with access to services, transportation and employment.

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 Photography 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 demonstrated by graduates:	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 Photography 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 thei