



Software Engineering Technician Program Standard

The approved program standard for Software Engineering Technician programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50504).

Ministry of Training, Colleges and Universities
November 2018

Acknowledgements

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations which 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 which participated in the consultations
- the Deans of Computer programs
- the faculty and coordinators of the Software Engineering Technician (Ontario College Diploma) programs for their assistance throughout the project
- Bill Fallis, the Project Officer who led the development of the English vocational learning outcomes.

Table of contents

Software Engineering Technician Program Standard	1
Acknowledgements	2
Table of contents	3
Introduction	1
Development of system-wide program standards.....	1
Program standards	1
The expression of program standards as vocational learning outcomes	2
The presentation of the vocational learning outcomes	2
The development of a program standard.....	2
Updating the program standard	3
Vocational standard.....	4
Preamble.....	4
Software Engineering Technician (Ontario College Diploma)	6
The vocational learning outcomes.....	8
List of Abbreviations.....	23
Essential employability skills	24
Context	24
Skill categories	24
Application and implementation.....	25
General education requirement	27
Requirement.....	27
Purpose	27

Introduction

This document is the Program Standard for the Software Engineering Technician programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50504).

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 Unit of the Ministry of Training, Colleges and Universities has 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 from 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 Software Engineering Technician 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:

psu@ontario.ca

Vocational standard

All graduates of Software Engineering Technician programs have achieved the [fifteen vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

Increasingly, software is required for many computing environments. A vast number of systems are software controlled and many fundamental components of the global economy are dependent on software. To design and build reliable and trustworthy systems economically and efficiently, we need the discipline of software engineering. Software process models, software engineering methods, and software tools have been adopted successfully across a broad spectrum of industry segments and this has led to a vast array of job opportunities in the creation, integration, and support of software systems.

Ontario colleges of applied arts and technology offer a wide variety of computing programs that prepare graduates for both existing and emerging opportunities in our society. At the heart of the computing education provided to Ontario community college students is the ability to think critically, solve problems, and acquire new skills quickly. While these abilities are practised and enhanced in the context of a particular expertise, they are also transportable, with a reasonable training period, to other areas of expertise involving computers and their associated technologies.

Graduates of Software Engineering Technician Programs have honed their abilities, acquiring the expertise to develop, test, maintain, and deploy software components. As such, graduates are able to work individually or as part of a team to gather business requirements and support the recommendations for the improvement or automation of organizational workflow that correspond to the day-to-day requirements of individuals and organizations. From developing, testing, and maintaining software systems to ensuring reliable and secure implementation of solutions, graduates work in a broad range of employment settings in a variety of sectors in both large and small organizations.

Recently Software Engineering Technician graduates have been hired into the following positions including: software testers, database developers, front-end developers, back-end developers, computer programmers, information systems analysts, and applications support specialists.

While the vocational learning outcomes for programs, such as Software Engineering Technician, articulate the depth and breadth of skills, knowledge, and attitudes required by graduates when entering the work force, individual college programs may choose to build on this standard by offering some degree of specialization. Irrespective of the specialization, graduates' learning is significantly enhanced by opportunities for as much

practical experience as is feasible during their time in the program.

There are many opportunities for graduates to pursue further educational qualifications; graduates may be granted credits towards a degree or certification through articulation agreements between the colleges and universities. Students should contact individual colleges for further details of a college's articulation agreements.

To be successful in a computing environment requires an ongoing commitment from the graduate to continue to update his/her skills to stay current in this rapidly changing field of Software. Making use of knowledge and experience gained during their studies, graduates may also choose to apply for professional designations from provincial, national, and international organizations as a further demonstration of their commitment to keep their skills current.

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

Synopsis of the vocational learning outcomes

Software Engineering Technician (Ontario College Diploma)

Vocational Learning Outcomes (VLOs) 1 to 8 are common core outcomes that apply to all programs in the MTCU codes; 50503, 50504, 50505, and 50509. VLOs 9 to 15 are outcomes that relate specifically to Software Engineering Technician programs.

The graduate has reliably demonstrated the ability to:

1. identify, analyze, develop, implement, verify and document the requirements for a computing environment.
2. contribute to the diagnostics, troubleshooting, documenting and monitoring of technical problems using appropriate methodologies and tools.
3. implement and maintain secure computing environments.
4. implement robust computing system solutions through validation testing that aligns with industry best practices.
5. communicate and collaborate with team members and stakeholders to ensure effective working relationships.
6. select and apply strategies for personal and professional development to enhance work performance.
7. apply project management principles and tools when working on projects within a computing environment.
8. adhere to ethical, legal, and regulatory requirements and/or principles in the development and management of computing solutions and systems.
9. support the analysis and definition of the specifications of a software system based on requirements engineering processes and techniques.
10. contribute to the design, development, integration, documentation, implementation, testing and maintenance of software systems based on software engineering methodologies, modern programming paradigms and frameworks.
11. apply software engineering design techniques, data structures, algorithms, and patterns to the implementation of a software system.
12. design, model, implement and maintain a database for a software system.

13. contribute to the development, maintenance and deployment of software systems to resolve basic networking issues.
14. contribute to building automated software solutions by supporting the analysis, evaluation and integration of intelligent systems into applications.
15. use appropriate testing, verification and evaluation procedures to assess software quality and improve software performance.

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: identify, analyze, develop, implement, verify and document the requirements for a computing environment.

Elements of the performance

- a. Recognize the advantages and disadvantages of selecting various network structures and protocols in the design of a solution.
- b. Apply knowledge of a variety of analysis, design, and development concepts and methodologies.
- c. Analyze, design, develop, and maintain effective user interfaces.
- d. Prepare, present, and maintain current, clear, and accurate documentation.
- e. Apply industry standard tools to support documentation of hardware/software design.
- f. Apply a basic understanding of requirements determination and requirements gathering techniques to computing tasks.

2. The graduate has reliably demonstrated the ability to: contribute to the diagnostics, troubleshooting, documenting and monitoring of technical problems using appropriate methodologies and tools.

Elements of the performance

- a. Contribute to the formulation of troubleshooting procedures taking into account the problem and the environment.
- b. Document procedures and policies for keeping security systems up-to-date.
- c. Assist in monitoring, reviewing, and assessing the effectiveness of the troubleshooting procedure.
- d. Document the troubleshooting procedure clearly.
- e. Follow troubleshooting procedures and explain them clearly to others.
- f. Assess the impacts of the environment (e.g. hardware, software, operating system) on the installation and customization of computing systems.
- g. Document clearly the design conditions for the implementation and configuration of a solution.

3. The graduate has reliably demonstrated the ability to: implement and maintain secure computing environments.

Elements of the performance

- a. Describe the relationship between business continuity management and **ICT*** disaster recovery.
- b. Define key elements of a business impact analysis and a risk assessment.
- c. Implement backup and recovery solutions for business and organizational needs.
- d. Apply incident identification, evaluation and management to security and recoverability strategies for components of applied computing environments, e.g. networks, data, and applications.
- e. Assist in the documentation of recovery plans, and test concepts.
- f. Assist in the development and maintenance of appropriate security solutions for the protection of computing systems.
- g. Assist in conducting recovery tests, maintenance and update plans.
- h. Assist in the design, development, and testing of computing systems with respect to security against intrusion and the protection of data.
- i. Incorporate industry-standard security into the development of program code.
- j. Assist in the identification and assessment of vulnerabilities in deployed IT systems.

* [See list of abbreviations](#)

4. The graduate has reliably demonstrated the ability to: implement robust computing system solutions through validation testing that aligns with industry best practices.

Elements of the performance

- a. Minimize risk to clients when deploying computing system solutions by contributing to risk analysis.
- b. Apply knowledge of a variety of techniques to test and debug computing solutions.
- c. Assist in the selection of appropriate testing methodologies based on specifications, and document results of tests.
- d. Assist in the development and organizing of unit and integration testing.
- e. Prepare and complete systems tests, including user acceptance tests.
- f. Assist in the identification of security risks and mitigations.

5. The graduate has reliably demonstrated the ability to: communicate and collaborate with team members and stakeholders to ensure effective working relationships.

Elements of the performance

- a. Identify strategies for communication success in academic, personal and career areas in order to develop and maintain effective working relationships.
- b. Facilitate communication and workflow among project team members including online chat, video-conferencing or collaborative document production.
- c. Use appropriate language, terminology and etiquette in both face-to-face and electronic communication with team members and stakeholders.
- d. Investigate, plan and create documents for computing requirements, by applying critical thinking skills.
- e. Create effective messages, both oral and written, that accurately reflect the audience and the purpose.
- f. Gather and analyze information from a variety of sources to assist in analyzing communication and business situations.
- g. Document sources using appropriate writing protocols for technical communication.
- h. Create effective reports, presentations and charts, to convey applicable project information to team members and stakeholders.

6. The graduate has reliably demonstrated the ability to: select and apply strategies for personal and professional development to enhance work performance.

Elements of the performance

- a. Seek out and utilize external resources, including mentors, to support one's own learning goals.
- b. Exercise critical thinking skills when searching for information from various sources, including the Internet.
- c. Provide mutual support and feedback to peers using online sharing and communication tools.
- d. Recognize personal limits and seek assistance in a timely manner to resolve problems beyond one's own knowledge and skills.
- e. Identify and utilize various forms of content media in the pursuit of professional development.
- f. Recognize learning needs and develop adaptive strategies to expand one's personal and professional knowledge.
- g. Identify appropriate professional/trade organizations that support personal and professional development.
- h. Remain current with relevant technological change that could have an impact on the workplace.
- i. Identify appropriate information related to quality programs, practices, processes, and procedures which apply to the computing environment e.g. from **ISO***, **IEEE***, **ACM***, **CTAB***, **TAC***, **CIPS***.

[* See list of abbreviations](#)

7. The graduate has reliably demonstrated the ability to: apply project management principles and tools when working on projects within a computing environment.

Elements of the performance

- a. Participate in the planning, identification, scheduling, and assigning of tasks and resources involved in a project.
- b. Contribute to the monitoring of resources and expenditures to maintain cost effectiveness and timelines of a project, as required.
- c. Assist in consolidating project updates at regular intervals.
- d. Assist in estimating the time and cost required to complete project elements.
- e. Complete project elements according to schedule.
- f. Assist in the interpretation and use of relevant project planning documents and tools.
- g. Assist in identifying problems that will affect the project timeline and recommend changes as soon as possible.
- h. Maintain current, clear, and accurate project-related documents which adhere to organizational and industry standards and procedures.
- i. Apply project management software to various types of projects.
- j. Respond to changing requirements throughout the life cycle of a project.

8. The graduate has reliably demonstrated the ability to: adhere to ethical, legal, and regulatory requirements and/or principles in the development and management of computing solutions and systems.

Elements of the performance

- a. Identify special issues or constraints around projects regarding ethical, legal, and regulatory considerations.
- b. Research and report on ethical, legal, and regulatory considerations within the computing industry.
- c. Adhere to and advocate for ethical principles and standards.
- d. Apply knowledge of existing confidentiality, privacy, and reporting regulations to daily work.
- e. Comply with licensing requirements.
- f. Comprehend and apply guidelines from various computing sources that prescribe quality programs, practices, processes, and procedures.
- g. Maintain professional and honest relationships with stakeholders.
- h. Evaluate the ethical implications of information handling within computing solutions and systems.
- i. Discuss the ethical issues related to current and emerging technologies, such as Artificial Intelligence, data ownership, data privacy, etc. and comply with legislative and workplace policies, and, if applicable, suggest appropriate changes.
- j. Apply knowledge of confidentiality and privacy regulations, e.g. **FIPPA*** and other pertinent regulatory frameworks and/or compliancy requirements that apply to personal information collection, storage and distribution.

[* See list of abbreviations](#)

9. The graduate has reliably demonstrated the ability to: support the analysis and definition of the specifications of a software system based on requirements engineering processes and techniques.

Elements of the performance

- a. Work with a range of system stakeholders to assist in identifying the application domain, functional & non-functional requirements, the services that the system should provide, the required system performance, hardware constraints, and interfaces to other systems.
- b. Gather information about the required and existing systems and extract the user and system requirements from this information (user stories).
- c. Apply standard quality assurance techniques to ensure that requirements are verifiable, traceable, measurable, testable, accurate, unambiguous, consistent, and complete.
- d. Produce test cases, plans, and procedures that can be used to verify that they have defined, designed and implemented a system that meets the needs of the intended users.
- e. Assist in the writing of a software requirements document based on the elicited requirements and using a natural language description and standard format for all requirements (form-based specifications, structured specifications, tabular specifications, user stories).
- f. Participate in validating the software requirements using requirements validations techniques, such as requirements reviews, prototyping, and test-case generation, etc.

10. The graduate has reliably demonstrated the ability to: contribute to the design, development, integration, documentation, implementation, testing and maintenance of software systems based on software engineering methodologies, modern programming paradigms and frameworks.

Elements of the performance

- a. Apply appropriate software engineering processes, models, and development methodologies.
- b. Produce a description of the software's internal structure that will serve as the basis for its construction.
- c. Use design models that show the objects, object classes, object interfaces, and relationships between these entities.
- d. Apply the software engineering design principles of abstraction, encapsulation and information hiding, coupling and cohesion, decomposition and modularization, separation of interface and implementation, sufficiency, completeness, and primitiveness, and separation of concerns, when developing software programs.
- e. Identify the key issues in software design including concurrency, interaction & presentation, control & event handling, data persistence, distribution of components, exception handling & fault tolerance, and security.
- f. Apply appropriate architecture structures, styles, design patterns, and programming frameworks.
- g. Build user interfaces based on general user interface principles to match the skills, experience, and expectations of its anticipated users.
- h. Document the overall design of a basic software system using **UML*** and other methodologies and notations.
- i. Use integrated development tools and industry standard version control systems to support the system integration process so that all developers can access the project code and documents in a controlled way, find out what changes have been made, and compile and link components to create a system.
- j. Contribute to the development of necessary test types to ensure the quality of the software system e.g. functional testing (unit, integration, and system acceptance).
- k. Assist in applying state-of-the-art programming techniques and tools for software construction, ensuring the quality of the developed product.
- l. Work both individually and as part of a team to develop and deliver quality software artifacts.

[* See list of abbreviations](#)

11. The graduate has reliably demonstrated the ability to: apply software engineering design techniques, data structures, algorithms, and patterns to the implementation of a software system.

Elements of the performance

- a. Use software engineering design methods including object-oriented design, component-based design, and others, to be used as a common framework for teams of software developers.
- b. Use software design patterns to promote good design, best practices, and reusability.
- c. Use linear and nonlinear data structures to store objects to minimize the required memory and time required for the desired operations of insertion, access, search, modification, or removal.
- d. Apply the **CRUD*** and other operations, such as find, sort, traverse, reorganize or rebalance, on data structures throughout the software development process.
- e. Apply appropriate refactoring techniques to resolve basic design problems in code
- f. Identify the basic design of algorithms including greedy, divide-and-conquer, randomized, and backtracking algorithms, and select and apply these design strategies to solve programming problems.
- g. Identify the operation of common data structures (such as linear structures, priority queues, tree structures, hash tables, and maps) in terms of time complexity, space utilization, and the abstract data types they implement, when developing software programs.

[* See list of abbreviations](#)

12. The graduate has reliably demonstrated the ability to: design, model, implement and maintain a database for a software system.

Elements of the performance

- a. Differentiate between various structured and unstructured data systems and select the appropriate data solution.
- b. Design and model a database based on basic data requirements, using appropriate conceptual modeling diagrams or tools.
- c. Apply normalization to reduce or eliminate redundancy.
- d. Implement a simple database design using commercial or open source database management software.
- e. Apply the fundamental theory of relational databases and query languages to create **SQL*** statements based on basic requirements.
- f. Use **SQL*** and other query languages applied to NoSQL databases to query a database.
- g. Perform basic database administration tasks to create, modify, and give permission to users.
- h. Create a data access layer to support **CRUD***, and other operations.
- i. Configure, deploy, and maintain basic databases.

[* See list of abbreviations](#)

13. The graduate has reliably demonstrated the ability to: contribute to the development, maintenance and deployment of software systems to resolve basic networking issues.

Elements of the performance

- a. Apply knowledge of a variety of computer architectures, platforms, and operating systems to resolve basic networking issues associated with program development, deployment, and maintenance.
- b. Analyze and compare the characteristics of common communication protocols and how they support the requirements of a software system.
- c. Assist in the analysis of the functions performed by various network components, as related to the functions specified by the seven-layer **OSI*** networking model.
- d. Select among operating system options, and install two operating systems on a computer device.
- e. Apply appropriate testing procedures for ensuring effective communication of software systems in a networked environment, and document the results.
- f. Apply knowledge of network and data security procedures and protocols when developing, deploying, and maintaining software systems.
- g. Use appropriate cloud platform to design, develop, deploy, and maintain cloud applications.
- h. Produce a graphical representation of the main parts of a computer and network.
- i. Implement a small network on a single computer using virtual machines.

* [See list of abbreviations](#)

14. The graduate has reliably demonstrated the ability to: contribute to building automated software solutions by supporting the analysis, evaluation and integration of intelligent systems into applications.

Elements of the performance

- a. Use different machine learning platforms to develop a software solution.
- b. Apply various machine learning algorithms to automate various tasks within a software system.
- c. Develop and deploy various conversational user interfaces for different platforms.
- d. Develop and test software systems that interface with various **IoT*** sensors.
- e. Develop robust Human Machine Interfaces.
- f. Test the code used in intelligent devices, cars, and various kinds of machines.

[* See list of abbreviations](#)

15. The graduate has reliably demonstrated the ability to: use appropriate testing, verification and evaluation procedures to assess software quality and improve software performance.

Elements of the performance

- a. Use software testing procedures throughout the entire development and maintenance life cycle of a software system.
- b. Use test levels based on the target, as defined in software testing methodologies, e.g., integration, and system testing, and based on the objective of the test level, such as acceptance, installation, alpha and beta, reliability achievement and evaluation, regression, performance, security, stress, back-to-back, recovery, interface, configuration, usability, and human computer interaction testing.
- c. Apply different testing techniques, such as based on the software developer's experience, input domain-based, code-based, fault-based, usage-based, model-based, and techniques based on the nature of the application.
- d. Assist in the application of test-related measures that provide an evaluation of the program under test, based on the observed test outputs, and the measures that evaluate the thoroughness of the test set.
- e. Assist in the organization of test activities conducted at different levels - together with people, tools, policies, and measures - into a well-defined process that is an integral part of the software system life cycle.
- f. Create test documentation including the test plan, test design specification, test procedure specification, test case specification, test log, and test incident report.
- g. Perform various test activities, including planning, test-case generation, test development environment, execution, test results evaluation, problem reporting/test log, and defect tracking.
- h. Use testing tools that support test design and test case generation and other testing activities.
- i. Perform quality assurance activities that define and assess the adequacy of software processes to ensure the quality of their intended purpose.
- j. Apply verification and validation of processes to assess them throughout the system's life cycle.
- k. Work both individually and as part of a team to develop and deliver quality software artifacts.

List of Abbreviations

ACM: Association for Computing Machinery

AI: Artificial Intelligence

CIPS: Canadian Information Processing Society

CRUD: Create, Read, Update and Delete

CTAB: Canadian Technology Accreditation Board

FIPPA: Freedom of Information and Protection of Privacy Act

ICT: Information and Communication Technologies

IEEE: Institute of Electrical and Electronics Engineers

IoT: Internet of Things

ISO: International Organization for Standardization

IT: Information Technology

OSI: Open Systems Interconnection

SQL: Structured Query Language

TAC: Technology Accreditation Canada

UML: Unified Modeling Language

Essential employability skills

All graduates of the Software Engineering Technician program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, 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:	Learning outcomes:
Communication	Skill areas to be demonstrated by graduates: <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to: <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.

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. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources.
Interpersonal	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
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. manage the use of time and other resources to complete projects. 2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Software Engineering Technician program must have met the [general education requirement](#) described below, 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 Ontario Colleges in the development and identification of courses that are designed to fulfil 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.

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.

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.

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.

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.

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.

Permission to reproduce

Permission is hereby granted to the following institutions to reproduce this document, in whole or in part, in print or by electronic means, for the following specific purposes, subject to the conditions that follow.

1. By an Ontario College of Applied Arts and Technology for the purposes of implementation of the program standard within a college program, including for the purpose of informing students, potential students, program advisory committees or others about programs of study.
2. By an educational institution or school, for the purpose of informing prospective college students about programs of study at Ontario Colleges of Applied Arts and Technology.

Conditions:

1. Every reproduction must be marked “© 2018, Queen’s Printer for Ontario” at the beginning of the document or any part of it that is reproduced.
2. No other uses may be made of the document.
3. The document may not be reproduced for sale.
4. The Ministry may revoke the permission to reproduce at any time.

For permission to copy this document, in whole or in part, for other purposes or by other institutions, please contact:

Ministry of Training, Colleges and Universities
Postsecondary Education Quality Assessment Branch, Program Standards Unit

psu@ontario.ca

Inquiries regarding specific Software Engineering Technician programs offered by Colleges of Applied Arts and Technology in Ontario should be directed to the relevant college.

© 2018, Queen’s Printer for Ontario

978-1-4868-2911-8 PDF