



Business Administration Human Resources Program Standard

The approved program standard for the Business Administration – Human Resources program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology

(MTCU funding code 60223).

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Introduction

This document is the Program Standard for the Business Administration – Human Resources program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 60223).

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 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 of Applied Arts and Technology across the province of Ontario. 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 of Ontario 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 Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Business Administration – Human Resources 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 Colleges and Universities](#).

Vocational standard

All graduates of the Business Administration – Human Resources program have achieved the [twelve vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

Graduates of Business Administration – Human Resources programs carry out human resources functions within Canadian and/or globalized business environments.

Graduates of the Business Administration – Human Resources program have acquired the knowledge, skills and attitudes necessary to perform their functions. The vocational learning outcomes and their respective elements of performance are articulated to clearly define the range and level of competencies required to be successful entry-level graduates of the Business Administration – Human Resources program.

Graduates of the Business Administration – Human Resources Programs are prepared to support and implement staffing and planning, **performance management**, training, employee relations, health and safety, wellness and total rewards functions. Graduates are able to contribute to a number of complex functions using information technology to support problem solving for organizational effectiveness, including applying principles of financial analytics, collaborating in the design and communication of an organization's human resources and business plan.

Graduates of the program will be provided with the knowledge and skills to work in positions including but not limited to administrative and supervisory capacities within the various functional areas taught in the program. For graduates of the Business Administration – Human Resources there are employment and career opportunities in a variety of areas in Human Resources. Graduates will be able to find careers in all sectors of business and industry, both domestic and global, including retailers, banks and other financial institutions, government offices, service-based industries, manufacturers and distributors, non-profit organizations and small businesses.

There are opportunities for graduates to pursue further educational qualifications; through articulation agreements between the colleges and universities, graduates may be granted credits towards a degree. Students should contact individual colleges for further details of a college's articulation agreements with universities and other degree-granting institutions. In addition, graduates may also pursue professional designations and certifications within the industry.

[See Glossary](#)

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

Synopsis of the vocational learning outcomes Business Administration – Human Resources (Ontario College Advanced Diploma)

The graduate has reliably demonstrated the ability to:

1. prepare and implement recruitment plans and selection processes to respond to organizational needs within a globalized environment.
2. administer and review the **performance management** system to ensure alignment with the organizational strategic plan.
3. coordinate and support the design and implementation of employee onboarding, training and development programs to meet organizational needs.
4. ensure compliance with ethical, legal, professional and regulatory requirements in the implementation and support of employee relations.
5. support the development and implementation of a **total rewards plan** to attract, engage, retain and motivate employees within the organization.
6. design, implement and monitor employee wellness, organizational health and safety systems, in accordance with applicable legislation, standards and best practices.
7. select and use technology to support operational business functions related to human capital.
8. contribute to the design and implementation of **organizational development** strategies to promote operational effectiveness.
9. contribute to the development of human resources practices and communication strategies that are equitable, diverse, inclusive, accessible and culturally competent.
10. identify and develop strategies for self-development to enhance performance and maintain professional standards.
11. collaborate with invested parties to determine alignment of human capital initiatives with the organizational business plan.
12. collect and interpret workforce and talent data to support decision making.

[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: prepare and implement recruitment plans and selection processes to respond to organizational needs within a globalized environment.

Elements of the performance

- a. Assist in environmental scans and acquire data related to demand and supply of human resources.
- b. Identify knowledge, skills, abilities and other attributes required for positions.
- c. Track recruitment programs and identify potential internal and external sources for qualified applicants.
- d. Implement outreach, access and advertising strategies to attract qualified applicants.
- e. Incorporate recruitment and other evolving technologies into the recruitment strategy.
- f. Provide prospective candidates with all necessary information about the organization.
- g. Convey the organization's vision, mission and values in order to recruit suitable applicants.
- h. Contribute to the development of selection processes and coordinate selection committees.
- i. Support partnerships with agencies and institutions for the purpose of recruitment within a globalized environment.
- j. Apply valid assessment tools to determine suitability of prospective employees in accordance with relevant labour and human rights laws, policies and regulations.
- k. Identify systems and processes that link the career plans and employee competencies with the evolving needs of the organization.
- l. Utilize human resources information systems and other data to contribute to human resources planning.
- m. Implement strategies aimed at attracting and retaining a diversity of qualified employees.
- n. Maintain a global perspective on international cultures and customs including qualifications of foreign credentialed applicants.
- o. Examine hiring practices and processes and consult experts as required to facilitate international recruitment and placement.

2. The graduate has reliably demonstrated the ability to: administer and review the **performance management** system to ensure alignment with the organizational strategic plan.

Elements of the performance

- a. Make recommendations to align the **performance management** system with the organization's strategic goals and direction.
- b. Use quantifiable job-related performance indicators that are valid, reliable, and accurately reflect the employee's range of responsibilities.
- c. Assist employees to align personal performance goals with the organization's strategic goals.
- d. Facilitate **performance management** processes across all organizational levels.
- e. Administer **performance management** processes in accordance with legislation and organizational policy.
- f. Facilitate **performance management** assessments.
- g. Determine appropriate invested parties to be involved in **performance management** processes.
- h. Advise and support appropriate invested parties in **performance management** policies and processes.
- i. Assist employees in identifying development plans.
- j. Identify resources available to assist in the development of strategies to improve individual employee performance.
- k. Compile documentation necessary for **performance management** processes
- l. Identify and communicate appropriate follow-up action (e.g., corrective action, reward and recognition, training and development).
- m. Incorporate performance outcomes into human resources information system.
- n. Implement a plan to evaluate the **performance management** program.

[See Glossary](#)

3. The graduate has reliably demonstrated the ability to: coordinate and support the design and implementation of employee onboarding, training and development programs to meet organizational needs.

Elements of the performance

- a. Coordinate and deliver onboarding procedures to convey organizational policies and global practices.
- b. Provide onboarding support and training to enhance organizational socialization.
- c. Administer a training needs assessment to gauge gaps in talent needs.
- d. Identify compliance related training in occupational health and safety, human rights and related employment legislation.
- e. Utilize and execute job-related performance indicators that are relevant, reliable and accurate.
- f. Plan resources for internal and external training and development sessions in addition to supporting cost benefits analysis.
- g. Collaborate and apply adult learning principles to training and development sessions.
- h. Analyze and select on and off-the-job training and development methods.
- i. Cultivate and implement an engaging learning environment.
- j. Research and apply effective coaching and mentoring strategies.
- k. Analyze the effectiveness of training using quantitative and qualitative measures.
- l. Identify performance gaps in the organization and align with training solutions.
- m. Analyze and interpret training strategies to support change management and organizational strategic goals.
- n. Calculate and communicate organizational return on investment for training and development recommendations.
- o. Organize and compile training information into human resources information system.

4. The graduate has reliably demonstrated the ability to: ensure compliance with ethical, legal, professional and regulatory requirements in the implementation and support of employee relations.

Elements of the performance

- a. Facilitate strategic change towards a positive workplace culture by assessing current employee relations programs and services.
- b. Interpret and communicate organization decisions to invested parties in an ethical and timely manner.
- c. Contribute to conflict resolution through mediation, and alternate dispute resolution strategies within the framework of contract and policy interpretation.
- d. Use problem solving strategies to assess perceived grievances and resolve problems in a timely manner.
- e. Contribute to the development of collaborative working environments.
- f. Recognize and articulate the perspectives of invested parties to facilitate the resolution of conflicts.
- g. Maintain all employee records in a confidential manner and in accordance with current privacy legislation.
- h. Implement and monitor progressive and positive discipline strategies.
- i. Establish diligence in workplace investigation processes and implement resolutions.
- j. Identify and implement best practices to support equity, diversity and inclusion in the workplace.
- k. Act in accordance with employment legislation and collective agreements.
- l. Assist in the negotiation of the collective agreements.
- m. Assist in the preparation and compilation of accurate documentation to support the negotiating and mediating process.
- n. Research case law in consultation with legal experts.
- o. Work collaboratively with management in the resolution of grievances.

5. The graduate has reliably demonstrated the ability to: support the development and implementation of a **total rewards plan** to attract, engage, retain and motivate employees within the organization.

Elements of the performance

- a. Collect and summarize data from salary and benefits surveys.
- b. Contribute to the analysis and recommendations for the **total rewards plan**, including base pay, performance pay and benefits that are most suited to employee needs and the organization's strategic goals.
- c. Administer the **total rewards plan** in accordance with the organizations policies and procedures as well as relevant employment legislation (e.g., human rights, employment equity, pay equity and employment standards act) and collective agreements.
- d. Implement employee performance pay strategies consistent with organizational goals.
- e. Implement effective strategies to communicate the **total rewards plan**.
- f. Respond to employee queries related to compensation in a respectful and confidential manner.
- g. Analyze jobs and use information to update salary structures.
- h. Monitor the competitiveness of the organization's **total rewards plan**.
- i. Implement and audit the effectiveness of organization's **total rewards plan**.
- j. Contribute to the assessment of external and internal equity of the **total rewards plan**.
- k. Research the cost benefits of various compensation plans to ensure effective cost management.
- l. Identify the effect of human resource policies and procedures on payroll administration.

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: design, implement and monitor employee wellness, organizational health and safety systems, in accordance with applicable legislation, standards and best practices.

Elements of the performance

- a. Identify industry best practices and contribute to the development of policies, procedures and processes appropriate to the wellness, health and safety needs of the organization.
- b. Implement equitable and inclusive accommodation strategies in accordance with current legislation.
- c. Participate in and promote employee wellness programs, health and safety initiatives and prevention strategies in accordance with applicable legislations.
- d. Implement a disability management program including [Early and Safe Return to Work](#) (ESRTW), [Second Injury Enhancement Funding](#) (SIEF) plans and the claims and case management processes.
- e. Assist in the analysis of the disability management system.
- f. Implement and monitor the organization's compliance with the [Workplace Safety and Insurance act](#).
- g. Collaborate with insurance providers and [Workplace Safety Insurance Board](#) (WSIB) representatives regarding claims administration issues.
- h. Identify wellness, health and safety issues and trends that address barriers to diversity.
- i. Communicate the wellness programs, health and safety initiatives of employers, employees and the role of the joint health and safety committee.
- j. Investigate and utilize resources of safety organizations.
- k. Collaborate with subject matter experts to promote mental health and wellness initiatives in the workplace.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: select and use technology to support operational business functions related to human capital.

Elements of the performance

- a. Select appropriate and innovative technology to record and compile human resources information including statistical reports (e.g., staffing, performance ratings, wage information).
- b. Identify and track changes in information technologies relevant to human resources.
- c. Implement appropriate protocols for all users of the human resources information system.
- d. Use collected human resources information for intended purposes only.
- e. Collect appropriate human resource metrics, benchmarks and indicators.
- f. Assist in the identification and comparison of human resources information system vendors and products.
- g. Interact with information technology professionals in adapting technology to meet the specific requirements of human resources.
- h. Use information technology to enhance the efficiency, effectiveness and connectivity of human resource functions within the organization.
- i. Incorporate human resources data using statistical technology where available and appropriate.
- j. Assist in developing recommendations regarding the appropriate human resources information system to meet organization's human resources needs.

8. The graduate has reliably demonstrated the ability to: contribute to the design and implementation of **organizational development** strategies to promote operational effectiveness.

Elements of the performance

- a. Assist in developing techniques to influence behaviours within an organization that align with the organization's strategic goals.
- b. Examine the interaction between the human resources areas within the organization.
- c. Contribute to the development of policies and practices that are consistent with the organizational culture.
- d. Contribute to the development, implementation and evaluation of strategies designed to support employee engagement and motivation.
- e. Administer and foster a positive work culture to promote organizational effectiveness.
- f. Analyze human resources strategic contributions to organizational goals.
- g. Implement stakeholder feedback systems to inform organizational decision making.
- h. Implement effective behaviour strategies and analyze metrics to meet the needs of the organization and its invested parties.
- i. Implement strategies to monitor employee morale during organizational change.
- j. Assist with the research and implementation of innovative and creative ideas in the organization utilizing evidence-based practices.
- k. Remain current with Canadian and global opportunities that are conducive to innovation within the organization and its ecosystem.

[See Glossary](#)

9. The graduate has reliably demonstrated the ability to: contribute to the development of human resources practices and communication strategies that are equitable, diverse, inclusive, accessible and culturally competent.

Elements of the performance

- a. Collaborate with invested parties to create effective oral presentations employing verbal and nonverbal communication.
- b. Adapt communication style, method and message to needs of diverse audiences.
- c. Integrate factual and diverse sources, perspectives and research evidence into presentations and responses to questions.
- d. Propose recommendations and ideas to invested parties to guide in the preparation of written business correspondence including, memos, letters, agreements and reports.
- e. Research industry best practices and write policy and procedure documents in a clear and understandable manner.
- f. Document human resources information precisely and accurately.
- g. Use current communication technologies effectively and appropriately.
- h. Develop effective presentation skills to convey information related to human resources functions.
- i. Influence behaviour through the use of effective oral and written communication.
- j. Inspire others to achieve personal objectives and to contribute to organizational goals.
- k. Explore and apply human resources communication practices and make recommendations for improvements.
- l. Display empathy, cultural awareness, flexibility, tact, good judgment and diplomacy in all interpersonal communications.
- m. Develop strategies to build meaningful and respectful relationships with indigenous peoples as a pathway to reconciliation.
- n. Identify institutional barriers and indirect discriminatory practices that prevent inclusion and anti-racism efforts.
- o. Identify the intersectionality of privilege and power dynamics through self-reflection.
- p. Identify and apply best practices to ensure all perspectives have been considered in establishing a commitment to diversity.

10. The graduate has reliably demonstrated the ability to: identify and develop strategies for self-development to enhance performance and maintain professional standards.

Elements of the performance

- a. Evaluate own strengths and weaknesses.
- b. Engage in continuous learning and commit to professional practice.
- c. Identify and develop a growth plan for personal and professional development opportunities.
- d. Create personal, professional learning opportunities and career development plan.
- e. Actively solicit personal performance feedback to enhance performance.
- f. Identify and track changes to legislation, practices, and case law through human resources workshops, periodicals and other literature review.
- g. Cultivate relationships with others in the field through networking and participation in professional organizations.
- h. Adhere to ethical guidelines as identified in accreditation bodies.
- i. Support and promote the development of the human resources field.
- j. Identify the roles and advantages of professional organizations and certifications (e.g., [Human Resources Professional Association](#), [Chartered Professionals In Human Resources Canada](#)).
- k. Analyze social trends and best practices to keep current in the human resources field.

[See Glossary](#)

11. The graduate has reliably demonstrated the ability to: collaborate with invested parties to determine alignment of human capital initiatives with the organizational business plan.

Elements of the performance

- a. Identify the changing role of human resources in policy formulation and global planning.
- b. Act as a functional resource in the organization.
- c. Communicate with cross functional project teams and key areas of organization, such as marketing, finance, payroll and operations.
- d. Articulate the fundamentals of accounting and finance to the development of the human resources business plan.
- e. Communicate the role and value of the human resources function and global initiatives within the organization's strategic plan.
- f. Research and identify effective succession planning processes.

12. The graduate has reliably demonstrated the ability to: collect and interpret workforce and talent data to support decision making.

Elements of the performance

- a. Collect, analyze and report relevant human resources information.
- b. Source and analyze information and resources needed for research.
- c. Apply statistical analysis to human resources data to recommend changes to policies programs and procedures.
- d. Contribute to human resources program audits to assess performance against policy expectations.
- e. Administer surveys (e.g., opinion, climate, salary).
- f. Identify human resources benchmarks to elevate best practices.

Glossary

Performance Management: an ongoing process to construct a work environment where employees are empowered and accountable for outcomes related to their roles while developing their skills and abilities to meet business goals. It encompasses performance planning, monitoring, employee development, appraisals and recognition.

Organizational Development: the planned, systematic processes in which behavioural science principles and practices are used to improve functioning and effectiveness while maximizing the human potential of an organization.

Total rewards plan: intrinsic and extrinsic recognition that a member receives in exchange for their employment, including but not limited to base pay, performance pay, benefits and other incentives.

Essential employability skills

All graduates of the Business Administration – Human Resources 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: communication

Defining skills

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

Learning outcomes

The graduate has reliably demonstrated the ability to:

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.

Skill category: numeracy

Defining skills

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

Skill category: critical thinking and problem solving

Defining skills

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

Skill category: information management

Defining skills

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

Learning outcomes

The graduate has reliably demonstrated the ability to:

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.

Skill category: interpersonal

Defining skills

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

Learning outcomes

The graduate has reliably demonstrated the ability to:

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.

Skill category: personal

Defining skills

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

Learning outcomes

The graduate has reliably demonstrated the ability to:

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 Business Administration – Human Resources 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](#) 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.

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