



Media Production Program Standard

The approved program standard for the Media Production program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 61903).

Ministry of Colleges, Universities, Research Excellence and Security
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Introduction

This document is the Program Standard for the Media Production program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 61903).

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, Universities, Research Excellence and Security 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, Universities, Research Excellence and Security will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Media Production 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, Universities, Research Excellence and Security](#).

Vocational standard

All graduates of the Media Production program have achieved the [eleven vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

Graduates of the Media Production program undertake multimedia projects within an exciting and dynamic environment. Graduates must be able to adapt to evolving technologies and distribution platforms to meet the needs of the industry. The media landscape necessitates a diverse workforce that embraces inclusive, ethical and culturally aware practices to produce entertaining, informational and/or educational content.

Graduates demonstrate vocational learning outcomes and their respective elements of performance to clearly define the range and level of skills, knowledge and attitudes required to be successful as entry-level graduates of the program. Transferable skills are attained to prepare them for various employment opportunities.

Graduates of the three-year Media Production program possess the skills to effectively operate equipment and technologies for creating and distributing a wide range of audio and video content across various platforms. Upon completion of the program, these graduates attain advanced proficiency in numerous aspects of pre-production, production, and post-production. They acquire practical skills, hands-on experience and comprehensive knowledge through diverse opportunities provided during their studies.

Graduates from the Media Production program are proficient in every facet of the production process across radio, television, video, digital media and/or film. Graduates work collaboratively as part of a team or independently as required. Equipped with the expertise to oversee and maintain technical content quality, they consistently achieve optimal results. Moreover, these graduates leverage their business skills and entrepreneurial capabilities to effectively network and stay current within the industry. They are well-versed in industry best practices and adept at adhering to standards, regulations, legislation and codes pertinent to their field of work.

Graduates of the Media Production program have numerous career paths ahead. Equipped with a blend of creative and technical production expertise, they can pursue diverse roles in the industry. These opportunities span freelance or staff positions across public or private media and television stations, production and post-production firms, media production houses, animation and film studios, sports venues and live event productions. They are well-prepared to take on roles throughout the entire production lifecycle.

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 college articulation agreements with universities and other degree-granting institutions.

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

Synopsis of the vocational learning outcomes Media Production (Ontario College Advanced Diploma)

The graduate has reliably demonstrated the ability to:

1. coordinate and support the creation of content, using industry production equipment and technologies, for distribution on multiple platforms.
2. synthesize and evaluate content that meets regulations and industry standards via multiple platforms to ensure access to a diverse audience.
3. plan and prepare elements of pre-production to support the practical execution of the project.
4. manage the technical quality of productions for content delivery to meet industry standards and serves the needs of audiences.
5. develop and implement marketing strategies to enhance brand visibility, recognition and foster engagement with a broader spectrum of audiences.
6. plan and prepare content using inclusive, ethical and culturally aware practices to entertain, inform and/or educate an audience.
7. use business skills and entrepreneurial strategies to plan, create and manage media projects.
8. develop and apply strategies for professional development to enhance performance and maintain currency within the industry.
9. establish a safe and healthy working environment by complying with legal, professional and regulatory requirements to ensure personal and public safety.
10. manage post-production tasks to complete content creation for multiple platforms.
11. present live, recorded or streaming programming to relay various types of information and stories on multiple platforms.

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: coordinate and support the creation of content, using industry production equipment and technologies, for distribution on multiple platforms.

Elements of the performance

- a. source, organize, coordinate and conduct checks on equipment and material resources required for all aspects of production.
- b. handle technical equipment responsibly for setup, strike, transport and timely return.
- c. operate and monitor production equipment proficiently to produce content of high technical quality.
- d. use a variety of camera techniques to create desired shots and effects and achieve composition that supports effective story telling for the intended audience.
- e. identify and troubleshoot routine technical malfunctions related to equipment, hardware and software and apply corrective measures or arrange for repair, maintenance, service or equipment replacement.
- f. select and use relevant industry software and hardware to record and edit audio and visual content.
- g. use appropriate software, equipment and templates to produce graphics.
- h. determine appropriate recording formats for workflow and delivery to intended multiple platforms.
- i. use appropriate communication tools and etiquette (e.g., walkies, coms) at all times.

2. The graduate has reliably demonstrated the ability to: synthesize and evaluate content that meets regulations and industry standards via multiple platforms to ensure access to a diverse audience.

Elements of the performance

- a. gather and prepare media assets for productions using a range of technologies to distribute as per industry practices.
- b. select and use relevant media tools to deliver and promote content.
- c. use codecs to compress media files for streaming, sharing, proxies and storing.
- d. monitor online activity generated by viewers in response to content.
- e. use social media and other relevant marketing tools to attract audience and promote content.
- f. select content to be repurposed for use and distribution across various platforms.
- g. update and maintain websites that support television, video and streaming content.
- h. select and use relevant media elements to enhance multiple platform production content.
- i. upload/download production content using relevant data management software, hardware and media storage services and or/devices.
- j. distribute, edit, transfer, curate and store media files in appropriate formats and create backup systems using relevant digital file management techniques.
- k. prepare content for live and/or streaming on a variety of devices.
- l. employ ethical practices and sound editorial judgement when acquiring, using and distributing content.
- m. share content in a way that complies with the regulations and standards pertaining to the industry policies, and where applicable, copyright legislation.

3. The graduate has reliably demonstrated the ability to: plan and prepare elements of pre-production to support the practical execution of the project.

Elements of the performance

- a. gather and analyze demographic and audience profile data to select, determine or develop programming in formats and genres that are of interest to the target audience.
- b. oversee the various tasks associated with the pre-production process.
- c. gather, organize and distribute materials required for production (e.g., scheduling, information, notes, inventories, etc.).
- d. prepare program content that complies with the regulations and standards pertaining to the broadcast industry, company policies and copyright legislation, where applicable.
- e. plan, research and prepare content to supplement original broadcast.
- f. create playlists or select music for various programs and genres.
- g. program and schedule elements inclusive of content creation in appropriate time slots using tools and automation software.
- h. draft story briefs and assemble storyboards for use in pitching ideas and program proposals.
- i. conduct research to develop program concepts or enhance storylines and scripts.
- j. collaborate with other members of the program team to create, develop or enhance storylines and storytelling.
- k. develop story structures and adapt storytelling according to the intended medium and format (e.g., webisode, web series, mobile content, etc.).
- l. select, prepare or source appropriate sets and props to enhance the production process.
- m. use appropriate industry software to build and manage project content.
- n. use metadata to compile and manage assets in media.
- o. identify and prepare technologies required for production.
- p. conduct research, as needed, to support all aspects of the production and its requirements.
- q. conduct site checks in preparation for field recordings and live broadcasts.
- r. create a pitch and draft budget for a production.
- s. hire and schedule production crews, and arrange their travel as required, using knowledge of contracts, labour laws and union guilds.
- t. secure authorizations for all elements of production (e.g., locations, scripts, materials etc. from appropriate and required sources.
- u. arrange hiring of production, technical and post team members required for various phases of the project.
- v. prepare and coordinate production timetables and schedule crew members, as needed.

4. The graduate has reliably demonstrated the ability to: manage the technical quality of productions for content delivery to meet industry standards and serves the needs of audiences.

Elements of the performance

- a. monitor technical aspects as they arise in production and resolve them.
- b. troubleshoot technical errors and problems related to equipment or software and identify solutions.
- c. assess the quality of output signals for audio, video, digital and/or web and make any required adjustments to maintain optimal levels for all parts of the production.
- d. use appropriate visual cues and communication devices to relay information.
- e. monitor productions during recording and delivery for compliance with established quality standards and industry regulations.
- f. review the accessibility of content to ensure it meets the needs of a diverse audience.

5. The graduate has reliably demonstrated the ability to: develop and implement marketing strategies to enhance brand visibility, recognition and foster engagement with a broader spectrum of audiences.

Elements of the performance

- a. gather and analyze information to understand an organization's offerings to promote its brand and target market.
- b. keep abreast of competitors and their marketing initiatives and/or advertising sales products in determining market trends and identifying potential revenue streams.
- c. develop an online presence using various social media and networking tools to promote and market a production or organization through advertising products and/or services.
- d. review data on ratings, audience habits and media consumption trends.
- e. create compelling and effective marketing or sales presentations to promote productions, events and other services.
- f. complete all tasks in accordance with all applicable regulations pertaining to the use of advertising and its revenues.
- g. make public appearances and conduct live location broadcasts to enhance branding and fulfill sales commitments.
- h. communicate and manage personal branding and showcase one's skills and samples of production work using effective presentation skills and a variety of social media tools.

6. The graduate has reliably demonstrated the ability to: plan and prepare content using inclusive, ethical and culturally aware practices to entertain, inform and/or educate an audience.

Elements of the performance

- a. critically gather, evaluate and summarize information and ideas from diverse sources.
- b. analyze and address various opinions, biases and influences when verifying content using a culturally competent approach.
- c. develop and enhance storytelling skills and techniques including story boarding and visual prep to produce entertaining, informative and/or educational content for multiple platforms.
- d. monitor current affairs to generate ideas to prepare write and present news content.
- e. prepare, write and deliver clear and accurate scripts for a variety of content purposes.
- f. complete all work in strict adherence of ethical rules of conduct and applicable regulations pertaining to copyright infringement and plagiarism.
- g. liaise with program guests, interviewees and/or their representatives to coordinate in studio or remote segments.
- h. confirm that appropriate permissions have been obtained for use of interview subjects, musical content, footage or images.
- i. create, source and produce ad content for clients (e.g., copywriting, jingles, video, graphics).
- j. verify that information used, and material presented is free of slanderous, libellous or defamatory content and adhere to copyright licensing.

7. The graduate has reliably demonstrated the ability to: use business skills and entrepreneurial strategies to plan, create and manage media projects.

Elements of the performance

- a. complete and execute all work ethically, punctually and efficiently.
- b. collaborate within a production team to achieve common goals.
- c. acquire permits, releases and all other authorizations required for the production.
- d. gain insight into the organizational structure of potential employers as well as business models.
- e. possess fundamental knowledge of the Employment Standards Act and union contracts.
- f. apply fundamental knowledge of contracts, labour laws and the role of union and guilds.
- g. use appropriate negotiating skills and business strategies to secure deals with clients.
- h. identify funding sources and available tax incentives to explore financing opportunities for productions.
- i. demonstrate an understanding of financial literacy related to industry practices and business management.
- j. examine a range of freelancing and entrepreneurial opportunities in media related industries.
- k. liaise with businesses and companies to secure partnerships for promotional giveaways, marketing incentive items or contest prizes.
- l. contribute to budget planning for marketing and/or advertising sales strategies and initiatives (e.g., establishing profit margins, sales commissions, targets and quotas).

8. The graduate has reliably demonstrated the ability to: develop and apply strategies for professional development to enhance performance and maintain currency within the industry.

Elements of the performance

- a. keep current with emerging trends and new technology for content creation in the media industry.
- b. seek out mentorship or volunteer opportunities to further develop skills and gain valuable workplace experience.
- c. identify relevant training opportunities (e.g., courses, webinars, conferences, workshops) to update skills on an ongoing basis and maintain currency within the broadcasting industry.
- d. join peer and other industry user groups and participate in discussion forums to stay attuned to new practices, techniques and technologies.
- e. develop and maintain professional networks in person using social media and relevant technologies.
- f. solicit constructive feedback from peers, supervisors and clients on an ongoing basis to improve all aspects of work performance.
- g. identify relevant domestic and global professional associations that provide professional development resources or assistance (e.g., [Canadian Media Guild](#), [Canadian Media Producers Association](#), [Radio Television Digital News Association](#), [Canadian Association of Broadcasters](#), [Ontario Association of Broadcasters](#), [National Association of Broadcasters](#), [Radio Connects](#)).
- h. be flexible and adaptable in a fast-paced work environment and with unexpected circumstances as they arise to not limit professional options.
- i. assume responsibility and accountability for one's work by maintaining professional standards and being aware of the impact on all aspects of the production.
- j. create and maintain an up-to-date professional portfolio.
- k. keep abreast of decisions rendered by the [Canadian Broadcast Standards Council](#) (CBSC) and the [Canadian Radio-television and Telecommunications Commission](#) (CRTC).
- l. explore sustainability initiatives to positively impact the media industry (e.g., Canadian Broadcasters for Sustainability).

9. The graduate has reliably demonstrated the ability to: establish a safe and healthy working environment by complying with legal, professional and regulatory requirements to ensure personal and public safety.

Elements of the performance

- a. perform all assigned work in compliance with established operational policies and procedures.
- b. complete all tasks in accordance with regulations set out by the [Canadian Radio-Television and Telecommunications Commission](#) (CRTC) and the [Canadian Broadcast Standards Council](#) (CBSC).
- c. apply the regulations set out in the [Occupational Health and Safety Act \(1990\)](#) and workplace violence and harassment policies.
- d. conduct site checks and risk assessments of work environments to identify safety issues.
- e. conduct routine safety inspections of the work environments to detect, report and take measures to correct hazardous conditions when and wherever possible.
- f. set up workspace and complete tasks with regard for the protection of self and others at all times, considering personal limitations and ergonomic principles (e.g., lifting or moving props and equipment, running cables and extension cords, etc.).
- g. inspect equipment and systems, conduct routine testing and complete required documentation in accordance with reporting procedures and formats in place.
- h. observe electrical safety rules and best practices and follow manufacturers' guidelines applicable to the use of industry-specific equipment (e.g., lighting fixtures, cables, distribution generators, etc.).
- i. follow established emergency protocols and procedures when crisis situations occur and be aware of the community's emergency response plan where field work is conducted.
- j. comply with occupational codes of conduct as provided by industry specific governmental legislation and organizational policies.
- k. complete and submit incident or accident reports in the case of workplace or on-site injuries.
- l. participate in safety training initiatives or programs to obtain certifications, as required.
- m. acknowledge mental health resources to cultivate a healthy work environment.

10. The graduate has reliably demonstrated the ability to: manage post-production tasks to complete content creation for multiple platforms.

Elements of the performance

- a. use storytelling skills to effectively and creatively edit and enhance several or all elements of the story.
- b. acquire, transfer and convert video production footage into required formats for post-production editing.
- c. ingest media content and metadata into digital destination systems (e.g., broadcast servers, asset management systems and editing software) for use in various digital media (e.g., websites and mobile media).
- d. gain knowledge of various video editing tools using relevant industry software.
- e. complete preliminary editing and produce rough cuts or for use in consultation with clients to validate content and make changes or adjustments, as required.
- f. organize and manage media assets and workflow from point of acquisition to on-air broadcast or distribution.
- g. use advanced audio editing techniques to manipulate sound bites or files, create or edit foley (i.e., sound effects), mix and master audio files and adjust volume to optimal levels and quality.
- h. edit audio and/or video segments in a manner that best suits the intended delivery platform.
- i. react and respond quickly and professionally to technical challenges that occur during post-production.

11. The graduate has reliably demonstrated the ability to: present live, recorded or streaming programming to relay various types of information and stories on multiple platforms.

Elements of the performance

- a. perform a variety of on-air duties, e.g., announcing upcoming programming, presenting guests, introducing musical artists and songs, executing station contests, etc.
- b. create a supportive environment with guests, listeners and callers.
- c. conduct and present effective interviews for audio platforms.
- d. respond immediately and spontaneously to breaking news, and participate in improvisation which could include breaking news, interviews or to fill/manage time.
- e. recite, pronounce and articulate scripted material clearly, fluently and confidently for listening or live audiences.
- f. comply with all regulations pertaining to on-air language and content.
- g. perform and record voice tracks for use in various production elements.
- h. solicit feedback from peers and supervisors to validate and enhance written copy and on-air presentation.
- i. present on-air news, weather, traffic, sports reporting, etc.
- j. adhere to strict time cues and time limits.
- k. identify and address technical challenges promptly, calmly and efficiently during live programming.

Glossary

No Glossary Terms were identified during the consultation process.

Essential employability skills

All graduates of the Media Production 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 Media Production 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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