



Policing and Community Safety Program Standard

The approved program standard for the Policing and Community Safety program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology. (MTCU funding code 53008)

Ministry of Colleges, Universities, Research Excellence and Security
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Introduction

This document is the Program Standard for the Policing and Community Safety program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53008).

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 Policing and Community Safety 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 Policing and Community Safety program have achieved the [ten vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

A guiding principle of the Policing and Community Safety program is the requirement that students, through a variety of experiences, achieve a basic grounding in the policing and community safety fields. This principle makes it possible for students to develop and reliably demonstrate their willingness to serve and protect the public and to act justly to ensure respect for human rights and freedoms when interacting with all individuals in their community.

Graduates of the program are prepared to use critical thinking, problem solving and decision-making skills to mitigate risks and maintain order in **crisis, conflict and emergency** situations. They will have developed and implemented plans to attain personal target levels of health, fitness and well-being appropriate to a career in those physically demanding, high-stress occupations that are typical in the policing and community safety fields. This program also equips graduates with an understanding of emerging technologies and their impact on internal and external law enforcement work and community safety. In all duties and responsibilities, they are ready to: apply relevant sociological and psychological theories to real life situations; keep current with criminology research and trends; perform tasks safely and ethically; communicate effectively verbally, electronically and in writing; work independently, simultaneously with the ability to work collaboratively in a team environment; and comply with current legislation, regulations, standards and organizational policies. Additionally, graduates will have a professional development plan to advance their careers.

Graduates of the Policing and Community Safety program are awarded an Ontario College Diploma. The program prepares graduates for a wide range of meaningful, exciting and challenging careers within the Canadian justice system and enables them to meet or exceed the minimal academic requirement for applicants seeking admission to Ontario Regional and Municipal Police services, the Ontario Provincial Police, the Royal Canadian Mounted Police and the Canadian Forces Military Police (as non-commissioned members). Prior to employment, graduates who wish to work in the policing field may be required to complete employer-specific orientation and training, as well as other employment-related screening as part of their recruitment. To prepare for an entry-level policing position (i.e., Police Constable), graduates are generally expected to meet basic requirements and make their way through a multi-staged

selection process. The Canadian Police Knowledge Network, representing police services from across Canada, outlines the common selection requirements necessary for successful performance as a Constable.

The Policing and Community Safety program gives graduates a wide scope of skills and knowledge, and the opportunity to follow their interests. Accordingly, there are numerous career opportunities for training, specialization, movement and advancement in a variety of ancillary occupations within the Canadian law enforcement field. These may include private police, university and college special constables, as well as transportation, waterways and parks police.

In addition to traditional policing roles, the Policing and Community Safety program opens doors to a broad array of Community Safety and Justice careers. Graduates can pursue employment in Canada Border Services, Correctional Services, Court Security and Enforcement, Conservation Authority, Municipal By-Law Enforcement, Special Constable positions, the Ministry of Natural Resources (e.g., Park Rangers), and the Canadian Forces as examples. There are also roles in private security, surveillance and enforcement; and civil and criminal investigations as examples. There are also opportunities for graduates to pursue further educational qualifications through articulation agreements between the colleges and universities. Students should contact individual colleges for further details of a college's agreements with universities.

[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 Policing and Community Safety (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. Adhere to legislation, regulations, policies, ethical and industry best practices within the scope of community safety and police law enforcement operations.
2. Develop and apply strategies to enhance physical and mental resilience for effective performance in public and private safety roles.
3. Promote equity, diversity, inclusion and belonging in community safety policies and practices to foster inclusive environments.
4. Communicate and collaborate with multidisciplinary teams to develop strategies that enhance public trust.
5. Identify and collaborate with community organizations and partners to create proactive safety strategies that promote community safeguarding and well-being.
6. Assess and document incidents to support legal processes, operational efficiency, accountability and continuous improvement.
7. Use **crisis** and **emergency** response strategies to manage situations lawfully and effectively.
8. Connect individuals with necessary resources and support services to contribute to a healthier, more resilient community.
9. Conduct interviews and collect evidence to ensure admissibility in legal proceedings.
10. Examine the diversity of First Nations, Métis, and Inuit cultures, histories, and perspectives in Canada, including the Truth and Reconciliation Commission's Calls to Action, to foster inclusive relationships with the community and inform law enforcement practices.

[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: Adhere to legislation, regulations, policies, ethical and industry best practices within the scope of community safety and police law enforcement operations.

Elements of the performance

- a. List the steps involved in creating laws, from identifying needs to achieving royal assent, and how political changes, public opinion, and interest groups influence this process.
- b. Differentiate the roles of federal, provincial, and municipal governments in creating laws and regulations that affect police services and community safety.
- c. Recognize the jurisdictional scope of Canadian laws at various levels and the tools of oversight and accountability (e.g., Royal Commissions, public inquiries, and tribunals).
- d. Distinguish among Canada's justice systems, including criminal, youth criminal, civil, and restorative justice, and categorize different types of offenses (indictable, hybrid, and summary).
- e. Adhere to ethical standards, comply with legal frameworks (e.g., Canadian Charter of Rights and Freedoms), and maintain public trust by demonstrating professionalism and intervening in unprofessional conduct.
- f. Examine criminology research and trends as they relate to identifying and developing strategies to address community needs.
- g. Apply the responsibilities associated with police powers, such as arrest, search, and use of force, and apply these within legal and ethical boundaries.
- h. Analyze the impact of personal, group, and organizational biases on decision-making and apply ethical decision-making strategies, using critical thinking and **legally defensible** methods.
- i. Assess risks in crisis and **conflict** situations, select appropriate actions, and apply effective problem-solving strategies in emergencies.
- j. Demonstrate respect and empathy in communication with individuals, challenge discrimination (e.g., racial bias, sexism), and foster an inclusive and supportive environment, adhering to human rights standards

[See Glossary](#)

2. The graduate has reliably demonstrated the ability to: Develop and apply strategies to enhance physical and mental resilience for effective performance in public and private safety roles.

Elements of the performance

- a. Identify the necessary qualifications and prerequisites for careers in policing and law enforcement, including educational background, experience, and physical fitness.
- b. Establish and improve baseline fitness assessments to ensure readiness for physical evaluations and the demands of law enforcement work.
- c. Implement effective strategies to manage stress and emotions, promoting overall wellness to support mental and physical health in high-stress environments.
- d. Regularly conduct self-assessments, reflect on performance, and apply strategies to enhance professional readiness for law enforcement duties.
- e. Recognize and demonstrate the importance of maintaining health, fitness, and wellness to succeed in law enforcement and community safety careers.
- f. Develop proactive strategies to manage challenges such as high stress, shift work, compassion fatigue, chronic stress, and secondary trauma specific to law enforcement and community safety.
- g. Demonstrate the ability to stay effective under high-pressure situations, recover from setbacks, and utilize strategies for resilience and mental well-being, fostering post-traumatic growth.
- h. Be aware of personal stress responses, set boundaries, and apply self-care strategies to sustain long-term effectiveness in law enforcement roles.
- i. Recognize the importance of teamwork and leadership in law enforcement, actively contributing to team cohesion.
- j. Establish short- and long-term fitness goals, adapt training programs to personal needs, and track progress through a reflective fitness log.

[See Glossary](#)

3. The graduate has reliably demonstrated the ability to: Promote equity, diversity, inclusion and belonging in community safety policies and practices to foster inclusive environments.

Elements of the performance

- a. Assess existing community safety policies to identify areas where equity, diversity, inclusion, and belonging can be improved, focusing on issues like profiling, fair policing, and impartial practices.
- b. Differentiate between equity, diversity, inclusion, and belonging in the context of law enforcement and community safety, and recognize how stigmas, racism, and stereotyping affect these areas.
- c. Recognize how social stigmas related to mental health and disabilities can affect policing and community interactions.
- d. Analyze the historical and systemic factors that have contributed to inequities in community safety policies, particularly impacting BIPOC, Indigenous, and 2SLGBTQIA+ communities, including movements like Black Lives Matter.
- e. Develop cultural competence by identifying and respecting diverse cultural perspectives, and the specific needs of populations such as 2SLGBTQIA+, neurodivergent individuals, and the elderly.
- f. Design and propose community safety practices that are inclusive of diverse populations, especially those with mental health conditions and autism.
- g. Learn strategies for engaging with diverse community members to ensure their voices are included in safety policy development, adapting language for different populations.
- h. Identify and address both implicit and explicit biases, including conscious and unconscious biases, and be aware of possible discriminatory practices in community safety and law enforcement policies.
- i. Assess the impact of community safety policies on different demographic groups to ensure they produce equitable outcomes, with an emphasis on cultural sensitivity and understanding.
- j. Develop skills in **conflict** resolution and mediation to foster inclusive, safe community environments, and act as allies and active bystanders.
- k. Advocate for and lead initiatives that promote equity, diversity, inclusion, and belonging in policing and community safety, emphasizing the role of allies in ensuring fair policing practices.
- l. Describe intersectional identities (gender, race, sexuality, class, age, and disability) and how these identities influence community safety and interactions.
- m. Establish and use accessible, culturally sensitive language when interacting with

diverse populations, recognizing and adapting to various behaviours and communication styles, both verbal and non-verbal.

[See Glossary](#)

4. The graduate has reliably demonstrated the ability to: Communicate and collaborate with multidisciplinary teams to develop strategies that enhance public trust.

Elements of the performance

- a. Implement strategies to identify and overcome barriers to two-way communication.
- b. Develop and employ effective strategies to improve one's own verbal, non-verbal and written communication.
- c. Develop and employ strategies in monitoring and assessing verbal and non-verbal communication in others, focusing on victims, witnesses, and suspects.
- d. Develop and implement best practices to enhance the functioning of a multidisciplinary team in **emergency** situations.
- e. Implement strategies to maintain team cohesion in everyday working group situations and in **crisis, conflict** and **emergency*** situations.
- f. Apply professional judgement, initiative, cultural responsiveness and models of collaborative leadership and responsibility to develop a positive work ethic and a working group environment free of harassment and discrimination.
- g. Evaluate and manage the interpersonal relations, leadership, **conflict** resolution skills and other behaviours of self and others within teams.
- h. Reflect on professional practices and personal strengths and dispositions and their impact on an emerging professional identity and share these insights with other professionals.

[See Glossary](#)

5. The graduate has reliably demonstrated the ability to: Identify and collaborate with community organizations and partners to create proactive safety strategies that promote community safeguarding and well-being.

Elements of the performance

- a. Analyse the "peace" officer role in community safety.
- b. Analyse the root causes and impact of social issues on individuals, families, groups and communities.
- c. Analyse the root causes and impact of criminality and crime on individuals, families, groups and community.
- d. Demonstrate the ability to network and develop partnerships with community members.
- e. Describe to community members how to access Canada's justice system and appropriate community agencies and services.
- f. Apply the "duty of care" to law enforcement.
- g. Identify community resources and leaders to contribute to the development of effective and sustainable partnerships.
- h. Work to identify and solve issues in cooperation with others.
- i. Apply effective interpersonal skills when working with internal and external community and partners.
- j. Contribute to the development of practical responses for reducing and preventing crime and violence in communities using evidence-based practices and procedures.

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: Assess and document incidents to support legal processes, operational efficiency, accountability and continuous improvement.

Elements of the performance

- a. Identify the essential elements of offences involving existing and emerging computer, mobile and smart technologies, the Internet and electronic data.
- b. Recognize what behaviours, events or circumstances may trigger disruptive or dangerous situations in order to minimize their occurrence.
- c. Recognize symptoms and behaviours that can be indicative of common mental disorders.
- d. Recognize the signs and symptoms of impairment from being under the influence of alcohol, drugs and other psychoactive substances.
- e. Recognize reasonable and probable grounds that a person is a danger to himself or herself, others or property.
- f. Interpret verbal and non-verbal communication cues to predict behaviours.
- g. Monitor, record and assess behaviours accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.
- h. Use research, observation and interviewing techniques, as well as appropriate equipment to collect and preserve **admissible evidence**.
- i. Maintain clear and precise written or electronic journals to ensure that documented information is concise, factual and objective.
- j. Prepare documents that provide an accurate analysis and description of information appropriate to the end-user.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: Use **crisis** and **emergency** response strategies to manage situations lawfully and effectively.

Elements of the performance

- a. Apply knowledge of legal and ethical standards, regulations, and legislation related to **crisis** and emergency response in both public and private policing contexts and community safety.
- b. Use verbal and non-verbal communication to effectively de-escalate **crisis** situations, adapting approaches to various cultural, linguistic, and social backgrounds to build rapport, trust, and compliance.
- c. Use trauma-informed techniques to manage individuals in critical incidents and support them in returning to pre-**crisis** coping levels.
- d. Address the psychological and emotional needs of individuals in **crisis** through trauma- responsive strategies and collaboration with mental health professionals.
- e. Analyze situations and apply the appropriate level of force while ensuring empathy and compliance with legal standards, policies, and best practices.
- f. Conduct risk assessments and maintain situational awareness to identify potential threats and implement effective response strategies during crises and emergencies.
- g. Accurately document and report critical incidents, preparing clear, detailed, and legally sound reports for investigative and court purposes.
- h. Apply **conflict** resolution strategies to de-escalate disputes and manage stress and trauma effectively, ensuring personal well-being while providing empathetic support to colleagues and victims.

[See Glossary](#)

8. The graduate has reliably demonstrated the ability to: Connect individuals with necessary resources and support services to contribute to a healthier, more resilient community.

Elements of the performance

- a. Recognize the physical, emotional, psychological, financial, and social impact of crime and violence on victims, their families, friends, and communities.
- b. Research and analyze patterns of offending and victimization to better understand and take steps to prevent and reduce the risk of victimization through proactive measures.
- c. Develop strategies to effectively respond to the needs of crime victims and traumatized witnesses with care and professionalism.
- d. Ensure the safety of victims and witnesses while treating them with sensitivity, dignity, and respect.
- e. Inform crime victims about their rights under the Victim's Bill of Rights, and their eligibility for compensation through the Criminal Injuries Compensation Board.
- f. Educate victims about available restorative justice programs, such as victim-offender mediation and reconciliation programs.
- g. Advise and follow up with victims to ensure they receive proper support from victim services or relevant community agencies.
- h. Identify key facts in criminal incidents, assess behaviors, and record incidents accurately in compliance with legal and ethical requirements.
- i. Use lawful techniques to collect and preserve admissible evidence for court purposes.

[See Glossary](#)

9. The graduate has reliably demonstrated the ability to: Conduct interviews and collect evidence to ensure admissibility in legal proceedings.

Elements of the performance

- a. Demonstrate the ability to identify, gather, and maintain **admissible evidence** in compliance with forensic standards, Canadian legal principles, and best practices for evidence collection and preservation.
- b. Present **admissible evidence** in simulated police scenarios, adhering to Canadian legal standards, and evaluate real-world case studies for evidence admissibility.
- c. Conduct comprehensive, professional, and ethical witness interviews to gather reliably information, detect discrepancies, and document testimony in a legally sound manner.
- d. Apply basic knowledge of forensic techniques like fingerprinting, DNA analysis, and ballistics, and understand the principles of their use in evidence analysis.
- e. Ensure the integrity of evidence by maintaining the chain of custody from collection to court presentation, following proper documentation and handling procedures.
- f. Analyze evidence objectively, identifying inconsistencies or gaps, and draw logical inferences without bias.
- g. Demonstrate accuracy in reporting findings using appropriate terminology.
- h. Identify the roles of key players in the criminal justice system, including Crown Attorneys, defense counsel, and judges, and present clear, concise, and factual police reports that meet legal standards.
- i. Present clear and concise testimony under oath, maintain composure during examination-in- chief and cross-examination, and adhere to proper courtroom decorum.
- j. Exhibit professionalism and respect in interactions with the courts, demonstrating accountability and ethics in evidence handling, privacy, and confidentiality.
- k. Apply fundamental investigative techniques for criminal offenses, including preliminary, detailed, and follow-up investigations, while documenting relevant facts and evidence in compliance with organizational policies.
- l. Prepare clear and precise court documents that adhere to disclosure rules, contribute to the preparation of full reports for court or inquiries, and participate in simulated courtroom scenarios to practice evidence presentation. Maintain impartiality and cultural awareness when interacting with individuals in the justice system, ensuring a fair, ethical approach to all involved parties.

[See Glossary](#)

10. The graduate has reliably demonstrated the ability to: Examine the diversity of First Nations, Métis, and Inuit cultures, histories, and perspectives in Canada, including the Truth and Reconciliation Commission's Calls to Action, to foster inclusive relationships with the community and inform law enforcement practices.

Elements of the performance

- a. Examine the diversity of First Nations, Métis and Inuit cultures, languages, and traditions.
- b. Analyze the historical experiences of Indigenous peoples in Canada, including the impacts of colonization, residential schools, child welfare systems and other systemic injustices.
- c. Identify and explain the TRC Calls to Action, particularly those related to community safety.
- d. Create and support initiatives within community safety that align with the TRC Calls to Action and promote reconciliation.
- e. Apply culturally sensitive practices when interacting with Indigenous peoples and communities.
- f. Develop and implement strategies to build and maintain respectful and collaborative relationships with Indigenous communities.
- g. Illustrate ethical decision-making and professional conduct when interacting with Indigenous peoples in their roles as community safety professionals.
- h. Identify and apply the legal rights of Indigenous peoples in Canada.
- i. Recognize the effects of historical and intergenerational trauma on Indigenous peoples and communities due to community safety practices.
- j. Advocate for and contribute to systemic changes within the Canadian legal system that support the TRC Calls to Action and enhance justice for Indigenous peoples and communities.

[See Glossary](#)

Glossary

Admissible evidence: Evidence, such as testimony, documents, data or physical objects, that is entitled or deemed worthy and relevant to be admitted in a court of law. Adhering to the Canadian Charter of Rights and Freedoms, 1982 and the rules of evidence in the Ontario Evidence Act, 1990 and the Canada Evidence Act, 1985 and Supreme Court decisions requiring enhancements, additions or obligation on police.

Community Policing: The process by which police and community members partner to improve community wellbeing, safety and security through collaborative problem identification, analysis, response and evaluation.

Conflict: A state of antagonism, opposition, resistance, strife or struggle involving two or more individuals, or larger social groups, that have mutually incompatible goals, ideas, views, desires, needs and/or values.

Crisis: A time of intense difficulty, danger or emotional distress in which a person or situation reaches a critical turning point, often requiring urgent and immediate decision-making or intervention to prevent further deterioration or to bring to a resolution.

Emergency: A situation that presents an immediate risk to health, life, property or the environment and requires urgent and immediate action to prevent, alleviate or mitigate its harmful or dangerous impacts on individuals and communities.

Legally Defensible: An action, conclusion, decision or statement that is capable of being defended, upheld or justified within the bounds of the law.

Essential employability skills

All graduates of the Policing and Community Safety 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 Policing and Community Safety 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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