



Community and Justice Services Program Standard

The approved program standard for Community and Justice Services program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50705).

Ministry of Advanced Education and Skills Development
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Introduction

This document is the Program Standard for the Community and Justice Services program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50705).

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 Advanced Education and Skills Development has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The [vocational learning outcome](#) statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The [elements of the performance](#) for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Advanced Education and Skills Development will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Community and Justice Services 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 Advanced Education and Skills Development](#).

Vocational standard

All graduates of Community and Justice Services programs 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 Community and Justice Services programs carry out duties and responsibilities in the prevention, management and resolution of conflict, crises, and emergency situations in institutional and community justice settings using intervention strategies as prescribed by relevant legislation, industry standards and/or certification. The nature of these inherently challenging work environments, the increasing diversity of clientele, and the requirement for inclusive practices demand a highly trained and responsible workforce which is able to intervene effectively using de-escalation techniques, intuition, problem-solving, reflection, and best practices to work with people in conflict with the law, at risk for being in conflict with the law, and/or offenders.

Graduates adhere to a high level of professional ethics and maintain a positive and respectful working relationship with colleagues, supervisors and community justice stakeholders. As members of the justice community, graduates typically work as part of an interdisciplinary team to engage in program planning, implementation, assessment, and evaluation to meet the needs of clients and the community.

Graduates observe, monitor, record and assess client behaviour to respond to the strengths and needs of clients, with increasingly more complex responses as clients are impacted by aging, mental health and addictions. They intervene with clients, both individually and in groups, to address and manage emotional, psychological, and behavioural barriers to promote positive growth and personal development while employing safety and security techniques to ensure the protection of the public, staff, and clients in institutional, residential, and community settings.

Graduates are typically employed in a wide variety of entry-level positions in the field of criminal justice with attention to intervention and re-integration. These careers may be based in youth facilities; federal and provincial correctional institutions; educational institutions; justice agencies; residential facilities and community based agencies, programs, and services. Graduates value and engage in practices which enhance professional growth and remain current with industry changes.

There may be opportunities for graduates to pursue further educational qualifications through transfer pathways between the colleges and universities or occupational

certifications through professional organizations. Graduates should contact individual colleges and professional associations for further information.

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

Synopsis of the vocational learning outcomes

Community and Justice Services (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. communicate in a manner consistent with professional ethics and practice, and a respect for self, others, and relevant law, policies and legislation.
2. employ all relevant static and dynamic safety and security techniques to ensure the protection of the public, staff, and clients in institutional, residential, and community settings.
3. intervene with clients, individually and in groups, in order to address and manage barriers to promote inclusion, positive growth and personal development.
4. collect information, observe, monitor, record and assess client behaviour accurately in compliance with legal and organizational requirements.
5. assist in the prevention, management and resolution of conflict, crises, and emergency situations using intervention strategies as prescribed by relevant legislative requirements and industry certification and/or standards.
6. develop and maintain positive working relationships with colleagues, supervisors and community justice stakeholders to maintain a productive, professional and safe working environment.
7. engage in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, community and administration within the context of an interdisciplinary setting.
8. apply knowledge of the history, philosophy, and diverse models of corrective action, of detention, rehabilitation, and reintegration to decision-making and institutional practices.
9. develop and implement self-care strategies using self-awareness, self-inquiry and reflection.
10. work in a manner consistent with professional ethics demonstrating respect for self, others and relevant legislation, policies and procedures in a multi-disciplinary workplace.
11. assess and respond to the strengths and needs of clients, including complex responses impacted by mental health, addictions and other social factors in order to support and promote positive change.

12. promote inclusive practices within community and justice services to increase understanding within the community and meet the needs of diverse populations.

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:

communicate in a manner consistent with professional ethics and practice, and a respect for self, others, and relevant law, policies and legislation.

Elements of the performance

- communicate effectively verbally and nonverbally, in writing and electronically, (including contemporary social media platforms) or in any other form with clients, client families, victims, staff, community agencies/partners, community resources, and the public in a timely and ongoing manner
- maintain confidentiality of information as required by law, legislation, organizational policy, and professional ethics
- communicate with clients and staff with respect, dignity and integrity in a manner consistent with organizational and legislated policies and regulations (e.g. human rights, employment equity, workplace harassment, discrimination, diversity, and anti-oppressive practices)
- communicate in a matter consistent with established policies, procedures, and codes of conduct in institutional, residential, and community settings
- communicate effectively and professionally using objective language given the potential for future legal processes

2. The graduate has reliably demonstrated the ability to:

employ all relevant static and dynamic safety and security techniques to ensure the protection of the public, staff, and clients in institutional, residential, and community settings.

Elements of the performance

- perform safety and security responsibilities consistent with relevant organizational and legal requirements and practices
- practise personal health and safety precautions and implement organizational health and safety policies according to occupational health and safety standards
- explain the process of managing, supervising, and recording the use, storage, and dispensing of medication
- complete appropriate visitor documentation and monitor behaviour in visiting areas
- gather, document, and report in a timely manner and according to agency policy and procedure all evidence pertaining to critical incidents and breaches of safety and security
- apply the principles of static and dynamic security using the least restrictive measures to maintain a safe and secure environment within institutional, residential, and community settings
- monitor and secure the environment to ensure operational needs are met for the protection and safety of the public, staff, and clients
- use behaviour management and conflict resolution techniques in a variety of situations according to the organizational policies and procedures of institutional, residential, or community settings
- recognize the safety and security challenges of working within a 24 hour day, seven day a week schedule
- apply knowledge of the primary roles, functions, and legal responsibilities of frontline and supervisory staff in relation to safety and security responsibilities in community and institutional settings
- manage contemporary technology appropriately within the working environment such as personal devices and industry systems
- meet and maintain a level of fitness and agility to perform physical duties as demonstrated through successful completion of tests such as the [Fitness Test for Ontario Correctional Officer](#) (FITCO), [Physical Abilities Requirement Evaluation](#) (PARE) and Physical Readiness Evaluation for Police (PREP)

3. The graduate has reliably demonstrated the ability to:

intervene with clients, individually and in groups, in order to address and manage barriers to promote inclusion, positive growth and personal development.

Elements of the performance

- establish and maintain effective professional rapport that contributes to effective communication
- conduct effective client interviews to elicit useful and appropriate information
- demonstrate respect for clients by using active listening and by providing consistent support and direction
- manage individual and group client behaviour by setting limits, using reinforcements, identifying and redirecting inappropriate behaviour and taking corrective action when necessary
- identify and access the community and criminal justice resources appropriate to client needs
- apply a variety of intervention techniques in a manner which demonstrates respect for clients' age, culture, ethnicity, gender, sexual orientation, rights and/or lifestyle
- recognize and support client diversity including language, ethnicity, age, gender, sexual orientation, physical and mental ability when applying knowledge of law, legislation, policies, procedures and interventions
- consider the impact of the organizational and structural elements of the Canadian judicial system on the client
- recognize the importance of an interdisciplinary team as it pertains to case management prevention and intervention techniques

4. The graduate has reliably demonstrated the ability to:

collect information, observe, monitor, record and assess client behaviour accurately in compliance with legal and organizational requirements.

Elements of the performance

- identify client behaviours (e.g. mental health, addiction, the effects of medication and substances) and employ all relevant intervention strategies
- observe and assess client interactions in a variety of settings (e.g. institutional, residential, community) for the purpose of organizational requirements
- collect and interpret information from a variety of sources (e.g. police, probation officer (provincial) and parole officers (federal), community workers, personal observations) and apply relevant strategies
- report on client behaviour orally, in writing, and electronically, in an accurate and timely manner consistent with legal and organization requirements (e.g. probation orders, serious occurrences, daily logs, conditional release conditions)
- act in accordance with relevant legislation, policies and procedures with respect to various demographics, populations and diverse groups

5. The graduate has reliably demonstrated the ability to:

assist in the prevention, management and resolution of conflict, crises, and emergency situations using intervention strategies as prescribed by relevant legislative requirements and industry standards and/or certification.

Elements of the performance

- respond to client behavioural changes which may lead to conflict, crisis and emergency situations
- utilize appropriate behavioural management intervention strategies, conflict resolution, suicide intervention, and security measures that account for client diversity to prevent, contain, control and de-escalate a crisis
- discuss the consequences of conflict, crisis, traumatic incidents (e.g. social, psychological, financial, emotional, spiritual) on staff and clients to identify appropriate supports and resources to manage the impact
- document the circumstances surrounding a crisis situation (e.g. logs, occurrence reports, incident reports) consistent with legal requirements
- meet the certification and/or industry standard requirements such as one or more of the following CPI (Crisis Prevention Institute), NVCI (Non-Violent Crisis Intervention), SafeTalk, ASIST (Applied Suicide Intervention Skills Training), Mental Health First Aid, UMAB (Understanding and Managing Aggressive Behaviour), First Aid/CPR (Cardiopulmonary Resuscitation)
- conduct necessary tasks and duties in relation to use of force and contingency plans including the completion of documentation so as to meet requirements for legislative standards for court testimony and proceedings
- examine current sexual violence legislation to identify and apply intervention strategies available to clients, coworkers and communities

6. The graduate has reliably demonstrated the ability to:

develop and maintain positive working relationships with colleagues, supervisors and community justice stakeholders to maintain a productive, professional and safe working environment.

Elements of the performance

- demonstrate respect while working collaboratively as a member of an interdisciplinary team
- consult and collaborate with relevant partners to ensure comprehensive provision of client services
- work collaboratively and independently as required while being accountable to colleagues, peers and supervisors

7. The graduate has reliably demonstrated the ability to:

engage in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, community and administration within the context of an interdisciplinary setting.

Elements of the performance

- identify, implement and evaluate program needs on an individual and group level
- work cooperatively within interdisciplinary teams to establish program objectives
- recognize the scope of practice and contributions of interdisciplinary professionals
- identify and obtain resources needed for programs
- gather, synthesize and apply feedback as per prescribed policies and/or procedures to ensure current and relevant program delivery and design
- maintain supporting documentation related to program effectiveness

8. The graduate has reliably demonstrated the ability to:

apply knowledge of the history, philosophy, and diverse models of corrective action, of detention, rehabilitation, and reintegration to decision-making and institutional practices.

Elements of the performance

- apply relevant principles of social and human services (e.g. psychology, sociology, criminology, and victimology) that reflect best practices in the field of community and justice services
- apply restorative justice principles and practices
- apply trauma informed approaches and strength-based interventions
- identify and apply legislation, policy and procedure as it pertains to corrective action (e.g. [WDHP \(Workplace Discrimination and Harassment Prevention Policy\)](#) and [Bill 168 Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace, 2009\)](#))

9. The graduate has reliably demonstrated the ability to:

develop and implement self-care strategies using self-awareness, self-inquiry and reflection.

Elements of the performance

- assess professional skills, knowledge and personal well-being to reflect upon one's own practices, thinking and behaviour
- use reflective tools to learn and gain insight from interaction with clients, community and colleagues
- examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions
- identify appropriate resources and self-care strategies (e.g. cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal and professional growth and professional practice
- analyze and identify strategies to prevent and/or combat transference, compassion fatigue, vicarious trauma, stress reactions and other occupational stressors
- practice strategies that lead to the promotion of self-care, improved job performance, and enhanced work relationships
- utilize knowledge and understanding related to self-care to recognize and/or provide support to colleagues in distress

10. The graduate has reliably demonstrated the ability to:

work in a manner consistent with professional ethics demonstrating respect for self, others and relevant legislation, policies and procedures in a multi-disciplinary workplace.

Elements of the performance

- seek out and use supervision opportunities and ongoing feedback to enhance professional growth and competence
- determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor
- establish reasonable, measurable and realistic professional goals to enhance work performance and evaluate progress towards goals
- develop and implement strategies to guide ongoing professional growth and learning to enhance work performance
- work consistently with established policies, procedures, and codes of conduct of institutional, residential, and community settings
- distinguish between legal and ethical issues and apply an ethical decision-making process while following law and legislation
- practice appropriate role-modeling behaviors
- promote a positive work ethic and work environment free of harassment, discrimination, and oppression
- explore career choices and employment opportunities in the CJS field and maintain a professional portfolio that demonstrates employment readiness
- work consistently with the organizational mission statement and/or values and ethical standards
- recognize the effects of management and employee roles in working relationships
- apply basic knowledge of employee rights and responsibilities in a unionized and non-unionized work environment
- examine current sexual violence legislation to identify and apply intervention strategies available to clients, coworkers and communities
- develop and implement strategies to effectively maintain professional and personal boundaries in terms of client interaction

11. The graduate has reliably demonstrated the ability to:

assess and respond to the strengths and needs of clients, including complex responses impacted by mental health, addictions and other social factors in order to support and promote positive change.

Elements of the performance

- recognize the signs, symptoms and behavioural characteristics of mental health disorders and addictions
- describe the relationship between addictive behaviours and co-occurring psychological/mental health conditions
- identify past, present, and future mental health and addiction challenges through theory, research, and best practices
- discuss values, biases, barriers and stigma related to mental health and addictions
- assess the impact of differences in culture, gender, age, social status, etc. on mental health and addiction
- promote mental health, emotional wellness, and skills for self-advocacy in clients
- identify commonly used recreational drugs and psychopharmacological medications and describe their intentional and unintentional effects
- compare prevention, intervention and treatment programs used to address challenges in mental health and addictions
- examine risk factors that may contribute to mental health challenges and/or addictions
- explore relevant legislation associated with addictions and mental health

12. The graduate has reliably demonstrated the ability to:

promote inclusive practices within community and justice services to increase understanding within the community and meet the needs of diverse populations.

Elements of the performance

- recognize the diverse populations in various correctional, institutional, residential and community settings
- identify and describe the unique needs and risks of marginalized groups
- describe the risks, needs and systemic policies and practices which contribute to overrepresented populations
- examine the intersection between victimization and offending
- explain the theoretical perspectives, current practices and contemporary goals of equality, equity, and social justice
- practice perspective-taking to promote engagement, empowerment and inclusive practices
- describe the past, present, and future experiences of diverse populations and their treatment within community and justice settings
- interpret policies, practices and procedures in current use to manage and intervene with unique populations
- compare and analyze challenges, alternative solutions, and best practices that may impact safety and security, service delivery, and the effectiveness of treatment/programming to ensure best service, care, and management of diverse populations

Essential employability skills

All graduates of the Community and Justice Services program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category	Defining skills: Skill areas to be demonstrated by graduates:	Learning outcomes: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communication	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 1. execute mathematical operations accurately.
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.

Skill category	Defining skills: Skill areas to be demonstrated by graduates:	Learning outcomes: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Information Management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources.
Interpersonal	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
Personal	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 1. manage the use of time and other resources to complete projects. 2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Community and Justice Services program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the [Credentials Framework](#) (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

Arts in society

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic life

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link

personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal understanding

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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