

## **General Education Procedure**

1. General Education is a component in each Ontario College certificate and diploma program at Pures College.
2. All program maps will identify general education courses/content and learning outcomes.
3. One General Education course in each program will contain content that develops an informed awareness/knowledge in the contemporary aboriginal context, and addresses the need for acquiring an appreciation and understanding of social diversity.
4. In lieu of a separate course, this General Education requirement may be satisfied by embedding the Culture and Diversity outcomes within the program's curriculum.
6. If the Culture and Diversity outcomes are covered under a program's vocational outcomes, then the students will take an alternative General Education course in order to satisfy the minimum General Education requirements.
7. General Education will be delivered using a combination of required courses and elective choice courses. However, General Education courses can be prescribed in programs
8. General Education courses cannot be a duplication of content in a vocational program.
9. A vocational course for one program area could potentially be a General Education course for another program area.

Exceptions: Contractual agreements, parliamentary legislation, regulatory bodies, and/or professional/industry-certified accreditation bodies.

Exemptions must be referenced in the program review documentation.

The minimum number of discrete/general education courses assigned per program will be:

<b>General Education Requirements</b>	Ontario College Certificate (Year 1)	Ontario College Diploma (Year 2)	Ontario College Graduate Certificate(1 Year)
Number of General Electives Course Required	1*	3**	N/A

\* outside main field of study or discipline

\*\* two courses to be outside main field of study or discipline

See **Appendix A**: General Education Requirements

**Appendix A: General Education Requirement****Published College Program Standards:**

*All graduates must have met the general education requirement described on the following pages, 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 C** in the *Minister's Binding Policy Directive: Framework for Programs of Instruction*, Revised: 31/07/09)

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates be 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 student's 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 colleges in the development and identification of courses that are designed to fulfill 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.

**1. Arts in Society:*****Rationale:***

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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.

**2. 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, an awareness of international issues and the effects of these on Canada, and 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 Canada 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.

**3. 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.

**4. 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 behavior in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

**5. 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 behavior 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 endeavor 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 development 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.