Photography Program Standard

The approved program standard for Photography program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 51831)

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This publication is available online on the Ministry's Website.

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I. Introduction

This document is the Program Standard for the Photography program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 51831).

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 and Evaluation Unit of the Ministry of Training, Colleges and Universities have 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 of 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 Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Photography 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 Training, Colleges and Universities at the address or email address noted on the inside cover page.

II. Vocational Standard

All graduates of Photography programs have achieved the ten (10) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.

Preamble

As the field of photography is rapidly evolving with significant advances in digital technology, professional skills are required in order to achieve the high-quality results that are expected of the photography industry. Developing and improving sound technical as well as creative skills remain essential to producing professional images.

The Photography program prepares graduates to successfully work in the field of digital photography and imaging. Graduates develop the skills required to execute individual and group portraiture, wedding, corporate, industrial, environmental, landscape and commercial photography, or to work in the field of photojournalism.

Upon successful completion of the Photography program, graduates can use photographic equipment and accessories proficiently to capture quality images* in several different formats and using a variety of media, both in studio and on location. They are able to apply fundamental theoretical knowledge of lighting, colour, design and aesthetics to the creation of powerful visual images as well as to the development of their own creative approach and communication style. Graduates are able to edit and finish images in post-production using current industry standard equipment, hardware and software to produce photographic images that meet the needs of their clients as well as industry standards. Successful graduates use colour management skills to optimize the quality of the images that they finish, in both print and digital outputs. They use digital asset management* tools and techniques as well as develop workflow strategies to effectively store, back up, catalogue, retrieve and archive large volumes of digital image data. Graduates are also able to plan and organize the logistics surrounding a photographic assignment, from background or set design, location scouting and resource management to obtaining necessary permits and releases for the work to be completed.

Graduates of the Photography program establish a comprehensive photography portfolio that allows them to professionally exhibit their creative and technical skills for potential clients or employers. They are also able to promote their services and products in a professional manner and market to target audiences, using print and digital media as well as the Web and social media tools.

Graduates may pursue employment opportunities working in a range of capacities, such as photographic equipment retail or sales representatives, photo assistants and digital imaging technicians, photo editors, photographic print technicians, photographers, photo studio managers, directors of photography, photojournalists, as well as forensic photographers with law enforcement, security or military agencies. Alternatively, they may seek out internship opportunities with established photographers or studios in order to build experience and benefit from mentoring before launching out on their own successful career path. Graduates of the Photography program will have gained an understanding of the critical business and marketing fundamentals required should they choose to eventually establish commercial businesses or studios of their own. They will also be well prepared to conduct their work in a professional and ethical manner, and in compliance with applicable legislative requirements.

Graduates may also seek to further specialize in areas such as photo manipulation, digital restoration and compositing and obtain additional technical certifications.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further details.

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

See Glossary

Synopsis of the Vocational Learning Outcomes

Photography (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

1. **select and use appropriate photographic equipment and techniques to capture quality images* of a variety of subjects, in studio and on location.**

2. **use post-production techniques to edit and finish images in formats that meet industry standards and the needs of the client.**

3. **create lighting schemes* using appropriate techniques, equipment and accessories to produce quality images* that meet the needs of the client.**

4. **employ design elements* and principles* to plan and create visually sound images*.**

5. **complete all work in a professional and ethical manner and in accordance with legal requirements applicable to the photography industry.**

6. **develop strategies to maintain currency with evolving photography trends, issues, technologies and industry practices to enhance work performance and guide professional development.**

7. **select and use digital asset management* tools and strategies to catalogue, store, back up, retrieve and archive images and prints.**

8. **use business planning and administrative skills to support and maintain a photography business.**

9. **use a variety of marketing tools and strategies that effectively promote photographic products and services.**

10. **develop and present a professional portfolio that illustrates one's creative approach and image conception, capture, editing and production skills.**

*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

select and use appropriate photographic equipment and techniques to capture quality images* of a variety of subjects, in studio and on location.

Elements of the Performance

- Operate a variety of camera types and digital devices (e.g., digital single-lens reflex (DSLR) cameras, digital backs)
- Select the appropriate device, equipment and accessories required for the specific job at hand
- Use basic and advanced camera functions proficiently (e.g., control functions, menus, focus lock, etc.) in both manual and automatic modes
- Select and apply appropriate settings to adjust focus, exposure, shutter speed, aperture, composition, brightness range, lighting, and depth of field
- Use handheld light meters to capture accurate light readings
- Assess and determine the best angles to shoot from in order to achieve intended results
- Select focal length and lenses appropriate to image composition
- Select appropriate output file formats (e.g., RAW versus JPEG)
- Operate lighting, metering and triggering equipment, as needed (e.g., flashes, strobes, flash and light meters)
- Apply basic principles of design*, lighting and colour theory to the composition and capture of images in both indoor and outdoor settings

* See Glossary

2.   The graduate has reliably demonstrated the ability to

use post-production techniques to edit and finish images in formats that meet industry standards and the needs of the client.

Elements of the Performance

- Use industry standard photo editing software tools and functions proficiently
- Select and use a variety of photo editing techniques to achieve the desired results (e.g., cropping, white balance, noise reduction, resizing, brightness, sharpening, colour correction, retouching, etc.)
- Control and optimize file size and resolution, and choose appropriate file format to ensure that optimum print quality can be achieved from the image file produced
- Select and use appropriate file formats (e.g., JPEG, TIFF, PSD) in different sizes and resolutions for use with various media, including print (e.g., matte, glossy, canvas, linen),Web, desktop and mobile devices
- Apply the principles of colour theory (e.g., use of colour, tonal values) to evaluate colour quality and apply corrections where required
- Use colour management techniques and software tools (e.g., colour calibration of input/output devices, colour profiles, colour space) to provide consistency among use of multiple devices and in final image output
- Effectively use industry standard printers and printer interface and management software to prepare print materials for distribution
- Transfer, save, copy, convert and export image files to and from different sources, devices or formats
- Determine the needs of the client in order to finish and distribute images in a format that meets their expectations
- Establish criteria to select appropriate images for finishing and distribution

3.   The graduate has reliably demonstrated the ability to

create lighting schemes* using appropriate techniques, equipment and accessories to produce quality images* that meet the needs of the client.

Elements of the Performance

- Create or adapt various lighting schemes* using different types of light (e.g., tungsten, LED, flash, natural light, ambient light) for image capture in studio, indoor or outdoor settings, in both colour, and black and white
- Apply basic physics principles to the capture and modification of various qualities of light
- Use light modifiers (e.g., softboxes, reflectors, umbrellas, snoots, grids, gobos, etc.) and various light sources (e.g., flash, available, natural, mixed, power packs) to create different lighting effects
- Select and use appropriate lighting equipment and accessories to create the desired lighting result
- Apply lighting techniques which preserve the authenticity/authentic appearance of available light
- Create appropriate lighting to suit concept and desired mood, atmosphere or appearance
- Design single and multiple light setups, as needed
- Differentiate and create hard and soft light using techniques such as direction, bounce, and diffusion
- Use various classic lighting positions (e.g., hair light, butterfly, split, broad, short, kicker, fill, main, back) to achieve desired effects
- Use in-camera metering techniques (e.g., spot, averaging) to accurately measure continuous light outputs
- Use handheld light meters and metering techniques to accurately measure light readings and/or determine light ratios in various studio and location scenarios
- Apply knowledge of colour temperature theory to use of lighting (e.g., white balance, colour temperature balance, Kelvin rating)

* See Glossary

4.   The graduate has reliably demonstrated the ability to

employ design elements* and principles* to plan and create visually sound images*.

Elements of the Performance

- Use fundamental principles of design* and aesthetics in the creation of visual images
- Determine the essential visual elements and information to include in an image in keeping with its intended purpose and context
- Determine and express visual priorities, hierarchy and organization of visual elements in a manner that creates visual impact
- Scout appropriate locations and create design sets and backgrounds in accordance with the creative concept and the purpose of the shoot
- Apply different posing techniques to support the creative concept or the requirements of the brief
- Use design principles* such as repetition, rhythm, unity, balance, and the rule of thirds to enhance the overall quality of images.
- Use focusing techniques, including point of focus, in a manner that draws attention to the intended focal point of the image

* See Glossary

5.   The graduate has reliably demonstrated the ability to

complete all work in a professional and ethical manner and in accordance with legal requirements applicable to the photography industry.

Elements of the Performance

- Apply knowledge of all relevant legislation pertaining to copyright, property trespass and business practices (e.g., *Copyright Modernization Act, 2012, Trespass to Property Act, 1990, Consumer Protection Act, 2002*)
- Respect and protect the right to privacy of clients as well as subjects used in photographs
- Establish protocols to inform clients and protect their rights as well as those of photographers in the use or sale of images produced for the client and for publication purposes
- Prepare contracts for use with clients and releases related to subjects to be photographed (e.g., models, property, art)
- Resolve issues related to professional and ethical conduct as well as the acquisition, use, distribution and/or publication of photographic images
- Adhere to the ethical guidelines set forth by the Canadian Association of Journalists as they apply to the use of photography for photojournalism purposes

6. The graduate has reliably demonstrated the ability to

develop strategies to maintain currency with evolving photography trends, issues, technologies and industry practices to enhance work performance and guide professional development.

Elements of the Performance

- Apply knowledge of art history, history of photography, and great photographic works to enhance one's own artistic approach
- Evaluate photographic images for artistic and technical quality
- Solicit and identify resources and opportunities to pursue ongoing professional development activities (e.g., seminars/conferences, continuing education courses, certifications, trade shows)
- Seek out opportunities to gain additional experience in specialized fields of the photography industry (e.g., commercial, fashion, weddings, photojournalism)
- Solicit feedback on one's work from peers, clients and industry professionals
- Compare one's own works to that of others in order to uncover areas for improvement
- Network with other photography professionals using social media, forums and blogs
- Create and maintain an ongoing professional development plan and portfolio
- Identify the role of associations or organizations that promote or advocate for the photography industry

7.   The graduate has reliably demonstrated the ability to

select and use digital asset management* tools and strategies to catalogue, store, back up, retrieve and archive images and prints.

Elements of the Performance

- Adapt storage, cataloguing and archival solutions to efficiently cull and prioritize digital images
- Develop an efficient digital workflow system, from point of capture to post-production to final output
- Use industry standard media storage technology and digital asset and file management* software for organization, storage and retrieval of images
- Use methods and strategies to efficiently sort, select and retrieve print or digital images from photography collections (e.g., file nomenclature protocols, hierarchical folder structures, automation of repetitive tasks, etc.)
- Use appropriate hardware devices and software to keyword and tag images
- Select appropriate file formats, methods and tools for long-term file preservation
- Assess the limitations of storage and archiving hardware
- Assess print format archival values (paper type, ink type, printing format) and the life cycle of various media
- Compare different digital file storage and backup systems, solutions and devices (e.g., servers, online storage, portable and mobile storage devices)
- Develop efficient image data backup and recovery strategies
- Use mobile technology to effectively manage digital assets (e.g., tablets, apps, virtual dropboxes)

* See Glossary

8.   The graduate has reliably demonstrated the ability to

use business planning and administrative skills to support and maintain a photography business.

Elements of the Performance

- Assess and anticipate market needs in order to offer and promote relevant products and services
- Communicate with clients to determine needs, establish goals, benchmarks and deadlines for delivery of work, provide status updates and obtain and respond to feedback on client satisfaction
- Determine the resources required and establish sufficient timelines and budgets to obtain them for each step of the assignment
- Establish and maintain a contact log of clients, suppliers and additional resource contacts
- Complete work in a timely fashion and meet established milestones and deadlines
- Select and use appropriate tools and techniques as well as business principles to plan, manage and track tasks and workflow from initial concept and execution to final production and delivery of work, and fulfilment of contract
- Obtain and use information on insurance and liability matters as they relate to the operation of a business
- Outline a basic business plan which includes cost and profit projections (e.g., startup and recurrent costs, equipment renewal and depreciation, printing costs, profit margins for various services, etc.)
- Plan an approach to access potential funding and revenue sources (e.g., bank or lending institutions, short-, medium- and long-term financing, etc.)

9.   The graduate has reliably demonstrated the ability to

use a variety of marketing tools and strategies that effectively promote photographic products and services.

Elements of the Performance

- Define a marketing strategy and outline a plan to promote photographic products and services
- Develop and define a branding concept to create a unique business identity
- Research established business competitors, their services and products, their target markets and clientele
- Devise competitive pricing structures and rates for services and products that lead to profitability
- Select and use appropriate marketing tools and techniques to target specific audiences and markets
- Use social media and the Web to promote photographic services and network with other professionals and clients (e.g., professional Web page, social media, blogs, forums, etc.)
- Consider design, colour and typography theory and principles in the production of professional promotional materials (e.g., business cards, displays, Web page)

10.   The graduate has reliably demonstrated the ability to

develop and present a professional portfolio that illustrates one's creative approach and image conception, capture, editing and production skills.

Elements of the Performance

- Select, compile and organize a coherent body of work that expresses a range of creative and technical acumen and represents one's best photographic works
- Prepare images for professional presentation in a variety of portfolio formats, including print, Web, e-book, and/or other digital formats (e.g., PDF, ePub, interactive digital publications)
- Design, adapt and tailor different portfolios to target specific markets or audiences
- Use effective design concepts to display and present prints and images in a professional manner
- Use recognized criteria and guidelines to describe the aesthetic quality of an image
- Critique the aesthetic and technical qualities of one's own works (e.g., composition, use of colour, lighting, contrast, tone, proportion, perspective, mood, balance, etc.)
- Discuss the creation of one's own photographic images and justify the choices made to achieve the results
- Use effective composition and layout techniques within the portfolio to emphasize the quality of one's work
- Use communication skills effectively and persuasively to present a portfolio and to interact with clients in a professional manner
- Review and update portfolio content on an ongoing basis

Glossary

Design elements – The basic visual components of an image such as composition, line, shape, form, texture, pattern, colour.

Digital asset management (DAM) – A process involving the use of hardware and software tools to create a secure repository and database for digital photo files and a system that allows a user to search, retrieve, back up and archive its content using, for example, keywords and embedded data

Lighting scheme – The arrangement, design or modification, and use of available, natural and/or artificial light sources to create a desired visual effect.

Principles of design – The use of balance, rhythm, unity, hierarchy, scale and contrast to attract and direct the viewer's eye to specific parts of an image.

Quality images – Photographs that display sound technical qualities, including, but not limited to, lighting, colour, appropriate focus and resolution combined with aesthetic quality that meet or exceed the needs for the final product and its intended use.

Visually sound images – Photographs that exhibit strong compositional and design characteristics (including stylistic elements such as form, content and light) in a manner that is technically correct and visually well-organized.

III. Essential Employability Skills

All graduates of the Photography program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, 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	• Reading • Writing • Speaking • Listening • Presenting • Visual literacy	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	• Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing	1. execute mathematical operations accurately.
CRITICAL THINKING & PROBLEM SOLVING	• Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking	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	• Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills	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	• Teamwork • Relationship management • Conflict resolution • Leadership • Networking	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	• Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility	1. *manage the use of time and other resources to complete projects.* 2. *take responsibility for one's own actions, decisions and their consequences.*

IV. General Education Requirement

All graduates of the Photography program 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 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 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:

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 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.

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 behaviour 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 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.