

# Esthetician Program Standard

*The approved program standard for all  
Esthetician programs of instruction leading to  
an Ontario College Diploma delivered by  
Ontario Colleges of Applied Arts and  
Technology (MTCU funding code 53401)*

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# I. Introduction

*This document is the Program Standard for all Esthetician programs of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53401).*

## 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 Colleges Branch of the Ministry of Training, Colleges and Universities 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 Learning Outcomes

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, 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 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 Learning Outcomes

The **learning outcome** statement sets 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 learning outcome. However, it is the performance of the learning outcome itself on which students are evaluated. The elements are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome. The elements do not stand alone but rather in reference to the 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 Esthetician 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, contact the Ministry of Training, Colleges and Universities at the address or telephone number noted on the inside cover page.

## II. Vocational Standard

*All graduates of Esthetician programs of instruction must have achieved the 9 vocational learning outcomes listed in the following pages, in addition to achieving the essential employability skills learning outcomes and meeting the general education requirement.*

### Preamble

The Esthetician program is offered as an Ontario College diploma and provides students with integrated theoretical and practical learning experiences and a strong foundation in personal care and specialized beauty and body treatments. The goal of the program is to prepare graduates to function effectively in a diverse, competitive, and growing customer service industry.

The Esthetics industry centres on the promotion of well being through the provision of specialized facial, hand, foot, skin, and body treatments. There is a high expectation of proficiency and excellence in the skills and professionalism of practitioners, and service provision is customized to the needs of individual clients.

The vocational learning outcomes for the program encompass codes of ethics and conduct, use of specialized equipment and products, technical instruction pertaining to personal skin care treatments and services, business and customer service skills, and sales techniques, necessary for entry level positions as Estheticians.

As Estheticians, graduates will be responsible for safe and proficient practice. In carrying out their work as practitioners, they will be responsible for safely and competently adhering to relevant legislation and for complying with established policies and procedures. They will need to carefully assess each client's needs and determine appropriate personal care in relation to that client's condition, the procedure to be offered, the associated risk of performing the procedure, and the appropriate equipment and products required to safely and competently carry out the procedure. They will perform a wide range of professional treatments, encompassing services such as facial, waxing, body, manicure, and pedicure.

Following successful completion of the program, graduates of the Esthetician program can expect to find employment in day or resort spas, salons, beauty institutes, health clubs, cruise ships, and cosmetic firms. They may also be employed as sales representatives for manufacturers, distributors and retailers of esthetic products, or may find opportunities for self-employment, contract, and consulting work.



## Synopsis of the Vocational Learning Outcomes Esthetician Programs

*The graduate has reliably demonstrated the ability to*

- 1. perform a variety of specialized body and skin care treatments following correct procedures and precautions and supporting client needs (including and not limited to facials, manicures, pedicures, hair removal, and make up applications).**
- 2. use a range of specialized equipment and products, in compliance with established national, provincial, industry, and other related standards, regulations, policies, and procedures.**
- 3. apply relevant knowledge of anatomy, physiology, and histology to the provision of specialized esthetic treatments and services.**
- 4. adhere to health, safety, sanitation, and infection and prevention control guidelines, according to current legislation and national, provincial, municipal, and industry standards and regulations.**
- 5. identify business skills and activities required for the successful establishment and operation of a small esthetic business in a salon or spa environment.**
- 6. select and recommend the use of esthetic products and product ingredients to clients, taking into account health status and identified needs.**
- 7. establish and maintain professional relationships in adherence to standards and ethics associated with the profession.**
- 8. develop customer service strategies that meet and adapt to individual needs and expectations in accordance with professional standards and ethics.**
- 9. determine professional development strategies that lead to the enhancement of work performance and career opportunities and keep pace with industry change.**

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*

**perform a variety of specialized body and skin care treatments following correct procedures and precautions and supporting client needs (including and not limited to facials, manicures, pedicures, hair removal, and make up applications).**

### **Elements of the Performance**

- conduct an in depth skin analysis and record the observations and the client's health history to determine service expectations, customized treatments, modifications, or contraindications
- use various mediums and techniques required for safe removal of excess body and facial hair such as hard and soft waxes, sugaring, threading, and tweezing
- perform and customize hand and foot treatments and the complete steps of a professional manicure and a pedicure, and explain to the client required modifications and procedures for effective home maintenance
- apply make up for a variety of occasions (such as day, evening, and wedding) according to client needs and preferences
- perform a variety of body care treatments such as non therapeutic massage, hydrotherapy, exfoliation, peeling, body wraps, and bust and back treatments
- determine contraindications and necessary modifications to treatments, utilizing information related to product ingredients and client health history

2. *The graduate has reliably demonstrated the ability to*

**use a range of specialized equipment and products, in compliance with established national, provincial, industry, and other related standards, regulations, policies, and procedures.**

### **Elements of the Performance**

- use safe and effective cleaning and either disinfection or sterilization methods for instruments, specialized equipment, client draping materials, work surfaces, and work stations as required by local public health units
- use machines and electrical equipment (such as facial steamers, high frequency and galvanic machines) safely and appropriately while conducting professional body and skin care treatments
- use manicure and pedicure instruments in a safe, correct, and professional manner, considering client health history and needs
- correctly operate and determine maintenance requirements for equipment in compliance with occupational health and safety legislation, regulations, national and provincial infection prevention and control guidelines, policies, and procedures
- maintain and store all instruments, materials, and supplies according to manufacturer's guidelines and as required by local public health units

3. *The graduate has reliably demonstrated the ability to*

**apply relevant knowledge of anatomy, physiology, and histology to the provision of specialized esthetic treatments and services.**

#### **Elements of the Performance**

- apply knowledge of the structure and composition of the skin, identifying skin types, skin disorders, and related conditions
- assess the impact of general health, age, gender, nutrition, and diet, stress, and external environmental factors on the skin and determine appropriate skin care treatments
- apply knowledge of body systems, such as immune and circulatory systems, and apply their basic functions to the provision of esthetic services, taking into account contraindications, cautions, and appropriate modifications

4. *The graduate has reliably demonstrated the ability to*

**adhere to health, safety, sanitation, and infection and prevention control guidelines, according to current legislation and national, provincial, municipal, and industry standards and regulations.**

#### **Elements of the Performance**

- use safe cleaning and either disinfection or sterilization methods during treatments, in accordance with national, provincial, and municipal regulations, and manufacturer's guidelines
- clean and either disinfect or sterilize tools after each use, keep work stations clean, and safely dispose of non reusable items, in accordance with proper hygiene procedures as required by local public health units
- use gloves, mask, eye protection, and other suitable personal protective equipment appropriately during the provision of treatments to ensure safety of the client and others
- seek out information and follow guidelines pertaining to occupational health and safety legislation, regulations, established policies and procedures, and relevant municipal by laws
- handle hazardous materials and dispose of waste and equipment in compliance with current legislation, municipal by-laws, regulations, standards, and established policies and procedures

5. *The graduate has reliably demonstrated the ability to*

**identify business skills and activities required for the successful establishment and operation of a small esthetic business in a salon or spa environment.**

**Elements of the Performance**

- identify specific pricing and promotions strategies required for the successful operation of a small esthetic business in a salon or spa environment
- review record-keeping systems used to manage esthetician business inventory and to track client purchasing activities
- identify strategies for an effective display of retail esthetic products
- contribute to the maintenance of business documents, records, and client files by accurately recording written and electronic information

6. *The graduate has reliably demonstrated the ability to*

**select and recommend the use of esthetic products and product ingredients to clients, taking into account health status and identified needs.**

#### **Elements of the Performance**

- take into account skin types and conditions to recommend to clients specific ingredients in esthetic products and appropriate treatments for each skin type and condition
- identify the properties, classifications, effects, and contraindications of a variety of ingredients found in esthetic products
- consult with and recommend to clients essential home maintenance products in order to maintain the health of the skin
- promote the features and benefits of esthetic products and services to clients to assist them in determining a course of action matched to their needs, lifestyle, and personal preferences
- explain a home maintenance schedule and demonstrate to the client the correct usage of various skin care and makeup products, and tools
- explain to the client the benefits and effects of ingredients and products used in body and skin care

7. *The graduate has reliably demonstrated the ability to*

**establish and maintain professional relationships in adherence to standards and ethics associated with the profession.**

**Elements of the Performance**

- adhere to professional expectations for dress, hygiene, and grooming
- employ effective interpersonal, verbal, and non verbal communications skills in dealing with clients, suppliers, coworkers, and supervisors
- conduct a professional client consultation and needs analysis and elicit appropriate information in order to recommend a range of customized esthetic services
- comply with and promote municipal, provincial, and federal regulations related to Esthetician licensing, insurance, registration, and certification, where appropriate



8. *The graduate has reliably demonstrated the ability to*

**develop customer service strategies that meet and adapt to individual needs and expectations in accordance with professional standards and ethics.**

**Elements of the Performance**

- determine the characteristics and benefits of excellent customer service
- recommend services and products to meet individual needs and expectations
- use effective communication skills and problem solving strategies to respond to customer complaints in the Esthetician practice setting
- adhere to codes of ethics and conduct related to quality customer service
- analyze the impact of excellent customer service and the ability to promote home maintenance products on the success of the professional Esthetician practice

9. *The graduate has reliably demonstrated the ability to*

**determine professional development strategies that lead to the enhancement of work performance and career opportunities and keep pace with industry change.**

#### **Elements of the Performance**

- solicit constructive feedback relating to one's own performance, strengths, and limitations to identify areas for professional growth and development
- determine current trends and issues impacting upon the delivery of esthetic services
- review the role and mandate of professional associations affiliated with the esthetician field of practice
- identify learning resources and opportunities which promote professional competence and skill development

## III. Essential Employability Skills

*All graduates of Esthetician programs 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 / 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.

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS: Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</b>
COMMUNICATION	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i></li> <li>2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i></li> </ol>
NUMERACY	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ol style="list-style-type: none"> <li>3. <i>execute mathematical operations accurately.</i></li> </ol>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> <li>• Analysing</li> <li>• Synthesising</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>4. <i>apply a systematic approach to solve problems.</i></li> <li>5. <i>use a variety of thinking skills to anticipate and solve problems.</i></li> </ol>
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ol style="list-style-type: none"> <li>6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i></li> <li>7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i></li> </ol>

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS: Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</b>
INTERPERSONAL	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<p>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p>
PERSONAL	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>	<p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions, and consequences.</i></p>

## IV. General Education Requirement

*All graduates of Esthetician programs 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 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 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.

### **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, 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 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 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.