



Tourism Program Standard

*The approved program standard for Tourism
program of instruction leading to an Ontario
College Diploma delivered by Ontario
Colleges of Applied Arts and Technology
(MTCU funding code 53205)*

Ministry of Training, Colleges and Universities
January 2015

Permission to Reproduce

Permission is hereby granted to the following institutions to reproduce this document, in whole or in part, in print or by electronic means, for the following specific purposes, subject to the conditions that follow:

1. By an Ontario college of applied arts and technology for the purposes of implementation of the program standard within a college program, including for the purpose of informing students, potential students, program advisory committees or others about programs of study.
2. By an educational institution or school, for the purpose of informing prospective college students about programs of study at Ontario colleges of applied arts and technology.

Conditions:

1. Every reproduction must be marked “© 2014, Queen’s Printer for Ontario” at the beginning of the document or any part of it that is reproduced.
2. No other uses may be made of the document.
3. The document may not be reproduced for sale.
4. The Ministry may revoke the permission to reproduce at any time.

For permission to copy this document, in whole or in part, for other purposes or by other institutions, please contact

Ministry of Training, Colleges and Universities
Programs Branch, Program Standards and Evaluation Unit
23rd floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

E-mail: pseu@ontario.ca

Inquiries regarding specific Tourism programs offered by colleges of applied arts and technology in Ontario should be directed to the relevant college.

This [publication](#) is available online on the Ministry’s Website.

© 2014, Queen’s Printer for Ontario

ISBN 978-1-4606-5047-9 (PDF)

Acknowledgements

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the development of this program standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- all individuals and organizations who participated in the consultations;
- the co-ordinators of Tourism Programs for their assistance throughout the project, the project officer who led the development of the vocational standard, Camilla Wheeler, seconded faculty member from George Brown College and Louise Campagna from La Cité Collégiale.

Table of Contents

I. Introduction	1
Development of System-Wide Program Standards.....	1
Program Standards.....	1
The Expression of Program Standards as Vocational Learning Outcomes.....	2
The Presentation of the Vocational Learning Outcomes	2
The Development of a Program Standard.....	2
Updating the Program Standard	3
II. Vocational Standard	4
Preamble.....	4
Synopsis of the Vocational Learning Outcomes.....	6
The Vocational Learning Outcomes.....	7
Glosarry	17
III. Essential Employability Skills	19
Context.....	19
Skill Categories.....	19
Application and Implementation	20
IV. General Education Requirement	22
Requirement	22
Purpose.....	22
Themes	23

I. Introduction

This document is the Program Standard for the Tourism program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53205).

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 Tourism 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 Tourism Diploma programs have achieved the nine (9) 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

Tourism includes both outbound travel (people travelling outside of Ontario to visit other provinces, territories or countries) and internal and inbound travel (people visiting from within Ontario or elsewhere in Canada or the world).

Tourism encompasses five interdependent industry groups: accommodations, food and beverage services, recreation and entertainment, transportation and travel services. As such it offers a diversity of employment opportunities in a wide range of settings. Graduates of tourism programs may pursue careers with resorts, hotels, cruise lines, airlines, travel agencies, tourism development and marketing organizations, travel information centres, parks, campgrounds, tourist attractions, festival and event planners and tour organizers.

Graduates of tourism programs demonstrate the attitude and skills necessary for roles in an industry and workplace service culture. This includes demonstrating a positive attitude and professional decorum, accommodating diverse and special needs, contributing to teamwork, and delivering customer service that anticipates, meets and/or exceeds expectations and standards.

The ability to promote and sell tourism products, services and customer experiences is also an essential employment function and graduates are able to use marketing concepts, market research, social networks, sales strategies, relationship management skills and product knowledge for these purposes. Program graduates are also able to support the effective management and operation of a variety of tourism organizations by applying basic accounting and budgeting. Further, because tourism operations can be highly systematized and regulated, program graduates comply with relevant organization and workplace systems, processes, policies, standards, legal obligations and regulations. This includes health, safety, security, accessibility and privacy regulations, as well as knowledge of risk management principles. Graduates use organizational behaviour, employment standards and human rights knowledge, and leadership and teamwork skills, to support a productive tourism workplace.

The use of technologies is far ranging and can vary depending on the tourism setting. Program graduates are able to use appropriate technologies to enhance tourism development, operations and the quality and delivery of products, services and customer experiences, for example business communication tools, data analysis applications, reservations systems, point of sale (POS) systems, and relationship management software.

Finally, graduates of tourism programs keep current with the global and local trends and issues impacting tourism and the interdependence and roles and relationships of the various participants in the provision of accommodation, food and beverage services, recreation and entertainment, travel services and transportation services and products. This big picture

knowledge helps guide a graduate's own personal and professional development, and informs their ability to model and promote ethical behaviour and best practices of corporate social responsibility and environmental sustainability.

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, at <http://www.ontransfer.ca>.

Synopsis of the Vocational Learning Outcomes

Tourism (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

- 1. support an industry and workplace service culture by adopting a positive attitude and professional decorum, accommodating diverse and special needs, and contributing as a team member.**
- 2. deliver customer service and solutions that anticipate, meet and/or exceed individual expectations, as well as organizational expectations, standards and objectives.**
- 3. use marketing concepts, market research, social networks, sales strategies, relationship management skills and product knowledge to promote and sell tourism products, services and customer experiences.**
- 4. apply business principles as well as basic accounting, budgeting, financial and administration skills to support the effective management and operation of a variety of organizations delivering tourism products and services.**
- 5. comply with relevant organization and workplace systems, processes, policies, standards, legal obligations and regulations, and apply risk management principles, to support and maintain efficient, safe, secure, accessible and healthy tourism operations.**
- 6. use appropriate technologies to enhance the quality and delivery of tourism products, services and customer experiences, to measure the effectiveness of tourism operations and to participate in tourism development.**
- 7. keep current with tourism trends and issues, and interdependent relationships in the broader tourism industry* sectors to improve work performance and guide career development.**
- 8. use leadership, teamwork, conflict and relationship management skills and tools, as well as knowledge of organizational behaviour, employment standards and human rights to contribute to a positive work environment.**
- 9. respond to issues and dilemmas arising in the delivery of tourism products, services and customer experiences by using and promoting ethical behaviour and best practices of corporate social responsibility and environmental sustainability.**

**See Glossary*

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, or weighting of significance.

The Vocational Learning Outcomes

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

support an industry and workplace service culture by adopting a positive attitude and professional decorum, accommodating diverse and special needs, and contributing as a team member.

Elements of the Performance

- Convey willingness, enthusiasm and pleasure in serving others
- Treat others with courtesy, respect and empathy
- Perform individual tasks as assigned in a timely and effective manner
- Be punctual, reliable and maintain composure in stressful situations and set an example of professional behaviour
- Recognize that private conduct and online presence can impact one's work life and reflect on organizational brand or image
- Use appropriate language, etiquette, format, tone and/or body language when communicating in person, via telephone, online or through other digital means with customers, colleagues and other industry participants
- Use basic industry and trade terminology as appropriate in communications with customers, colleagues and supervisors
- Adhere to industry and workplace standards/policies for personal appearance and hygiene, customer service and brand image
- Promote equity and inclusion and show respect for diversity in all interactions with customers and colleagues
- Adapt communication style to the needs of individuals with disabilities and ensure their special needs are accommodated
- Participate as a member of customer service teams, fostering collaboration, completing tasks and enhancing customer experiences
- Adhere to the requirements of legislation and regulations related to accessible customer service, including but not limited to the *Accessibility for Ontarians with Disabilities Act, 2004*

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

deliver customer service and solutions that anticipate, meet and/or exceed individual expectations, as well as organizational expectations, standards and objectives.

Elements of the Performance

- Adhere to organizational policies and professional standards related to customer service and brand image
- Establish and maintain rapport with customers and use active listening skills to elicit their needs, wants and expectations
- Respond in a positive and timely manner and adapt priorities to meet customer requests and needs
- Recognize opportunities to enhance customer experiences by identifying and meeting and/or exceeding their unique wants and needs
- Apply conflict resolution skills, show resourcefulness, tact, diplomacy and offer alternative solutions when dealing with customer service problems or complaints
- Ask for assistance when needed and find information to address customer problems and questions in anticipation of issues/problems that may arise
- Process all forms of customer payments in a timely, accurate and courteous manner (e.g., cash, foreign currency, cheques, travelers' cheques, credit and debit cards, bank drafts, etc.)
- Apply appropriate technical skills and knowledge specific to relevant tourism roles and specializations proficiently, confidently and collaboratively (e.g., when making reservations in Canada and abroad, preparing travel documentation, creating and organizing itineraries, planning and organizing events, etc.)
- Use service recovery strategies to convert customer dissatisfaction into customer loyalty
- Adhere to the requirements of legislation and regulations related to accessible customer service, including but not limited to the Accessibility for Ontarians with Disabilities Act, 2004
- Keep current of customer service trends and competitor best practices to anticipate changes to an organization's expectations, standards and objectives

3. The graduate has reliably demonstrated the ability to

use marketing concepts, market research, social networks, sales strategies, relationship management skills and product knowledge to promote and sell tourism products, services and customer experiences.

Elements of the Performance

- Engage customers and apply active listening skills to assess their motivations, needs, wants, interests, expectations and willingness to pay for tourism products, services and total customer experiences
- Identify and respect the requirements of all customers across cultural, gender and socio-economic groups, and those with special needs, including accessibility issues and medical devices
- Use social networks and relationship management skills and tools to build and maintain internal and external relationships and brand loyalty
- Explain the pros and cons of a variety of media for marketing and promotional purposes
- Explain the purpose and key concepts of the marketing function as well as the components and implementation of a marketing plan
- Convey tourism product information, features and benefits that are current, accurate, and relevant to customer needs, wants, expectations, abilities and/or budgets
- Explain the features and benefits of loyalty rewards programs for both the customer and organization
- Use knowledge of regional, national and global geography, and Canadian history and heritage, to support the promotion and sale of tourism products, services and total customer experiences
- Contribute to the customer experience by providing customers with information on local attractions and activities and local hospitality and tourism products and services
- Remain current with relevant industry, consumer and competitive trends and issues and suggest appropriate actions in response
- Identify, research and analyze target markets and product features and benefits to align the unique characteristics and relevant benefits of tourism products and services with customer needs, wants, expectations and budgets
- Describe strategic partnerships and alliances used to build new business relationships, brand recognition and equity, and to increase sales, revenue and customer loyalty
- Use skills and techniques such as: negotiation, objection handling, prospect qualifying, up-selling, cross-selling and closing to contribute to increased sales volume
- Monitor reviews of tourism products, services, customer experiences and destinations for relevant industry, consumer and competitive trends and

issues

- Contribute to the design and production of marketing communications materials to support the marketing, promotion and sale of tourism products, services and total customer experiences as well as the corporate brand and image
- Apply sales strategies in the promotion and sale of tourism products, services and customer experiences

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

apply business principles as well as basic accounting, budgeting, financial and administration skills to support the effective management and operation of a variety of organizations delivering tourism products and services.

Elements of the Performance

- Explain the different forms of tourism business enterprises and their advantages and disadvantages
- Describe the distinction between cost and revenue centres, gross and net revenue, fixed and variable costs, supply and demand, cause and effect and their relative impact on a variety of tourism organizations' finances
- Apply basic accounting and budgeting principles, interpret routine financial statements, calculate profit or loss, match expenses to revenue, and reconcile accounts.
- Apply cost control principles and strategies to manage costs specific to relevant industry specializations (e.g., accommodation, food and beverage services, outdoor recreation activities, festivals and entertainment, travel services and/or transportation)
- Contribute to cost reduction through waste prevention, inventory control, resource management and operational efficiencies
- Identify the potential for risk or liability in contract, negligence and/or violation of statutory regulations within a variety of tourism organizations
- Adjust the price and/or mix of tourism products and services when appropriate to contribute to increased sales and manage revenue
- Prepare clear and accurate invoices, including calculating relevant taxes, surcharges, commissions and using foreign exchange rates
- Process all forms of customer payments and transactions (e.g., cash, foreign currency, credit and debit cards, cheques, bank drafts, travelers' cheques, electronic transfers, refunds, and discounts)
- Use scheduling skills to manage tasks, resources and contingencies effectively and efficiently.

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

comply with relevant organization and workplace systems, processes, policies, standards, legal obligations and regulations, and apply risk management principles, to support and maintain efficient, safe, secure, accessible and healthy tourism operations.

Elements of the Performance

- Explain the benefits of obtaining and maintaining health and safety licences, certifications or training appropriate for the tourism industry and specific to relevant industry specializations, (e.g., Travel Industry Council of Ontario (TICO) licensing, Workplace Hazardous Materials Information System (WHMIS) training, Smart Serve Certification, First Aid training, propane dispensing, and boat operation and safety)
- Detect and respond proactively to health and safety hazards and security concerns in the workplace and explain the role, responsibilities, rights and duties of joint health and safety committees
- Contribute to the continuous improvement of organizational practices, policies and procedures (e.g., standard operating procedures (SOPs)) related to health, safety, security and accessibility in the workplace, and support efficient, effective and safe tourism operations
- Follow appropriate protocols and procedures in the event of an emergency
- Comply with all relevant statutory requirements (e.g., *Accessibility for Ontarians with Disabilities Act, 2005*, *Personal Information Protection and Electronic Documents Act, S.C. 2000*, *Privacy Act, 1975*, *Freedom of Information and Protection of Privacy Act, 1990*, *Innkeepers Act, 1990*, *Consumer Protection Act, 2002*, and *Travel Industry Act, 2002* etc.) as well as codes of ethics and professional practices and standards related to tourism roles and specializations
- Explain the scope and impact of workplace health and safety regulations and inspections conducted by the Workplace Safety and Insurance Board (WSIB) and municipal, provincial and regional health authorities
- Identify the potential for liability and negligence within tourism organizations and operations
- Contribute to the improvement of a risk management plan and to the implementation of contingency plans
- Follow procedures associated with an organization's risk management plan.

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

use appropriate technologies to enhance the quality and delivery of tourism products, services and customer experiences, to measure the effectiveness of tourism operations and to participate in tourism development.

Elements of the Performance

- Use current and innovative applications and tools to track deadlines, progress and completion of work, organize files, contacts, lists and schedules to enhance work performance and organizational effectiveness
- Use appropriate software and applications to complete tasks and enhance work performance, collect, record and interpret financial information and conduct market research (e.g., word-processing, spreadsheet, presentation, online and digital communication, time management, and relationship management)
- Work across a variety of technology platforms and information systems specific to relevant industry specializations, such as reservations, point of sale (POS) systems and inventory systems
- Use appropriate technologies, applications and software to prepare and deliver effective presentations to promote tourism products, services and total customer experiences
- Contribute to updating and responding to online and digital content to support the quality, delivery and timeliness of internal and external communications and customer experiences
- Use appropriate etiquette for electronic communications
- Troubleshoot customer frustrations with online sale or reservation transactions
- Use appropriate and innovative technology to communicate, collect feedback, and monitor social and other media for information impacting brand image and organizational effectiveness
- Use appropriate technologies, applications and software to contribute to the planning of tourism development initiatives.

7. The graduate has reliably demonstrated the ability to

keep current with tourism trends and issues, and interdependent relationships in the broader tourism industry* sectors to improve work performance and guide career development.

Elements of the Performance

- Explain the impact of various influences on the structure and interdependence of the tourism industry, including cultural, political, legal, economic, social and environmental factors
- Analyze the connection between industry trends, strategic planning and tourism, travel and hospitality operations
- Describe the range of tourism, travel and hospitality occupations and the roles and interrelationship of the various participants
- Explain the impact of tourism on the economy and the relative contributions of accommodation, food and beverage services, recreation and entertainment, travel services, and transportation industry sectors
- Describe the need for and benefits of networking, co-operation and collaboration among providers of related accommodation, food and beverage, recreation, entertainment, travel and transportation products and services.
- Use basic industry and trade terminology in all communications with clients, colleagues and supervisors
- Review appropriate industry information and news sources (e.g., trade journals, Web-based information sources, social networks, various media, industry and professional associations, etc.) regularly to keep current with world events and their impact on tourism, travel and hospitality
- Stay informed of international and cross-border travel and security issues, including foreign exchange rates, travel advisories and global politics
- Discuss the changing drivers of tourism and motivations of tourists from an operational and consumer perspective
- Keep current with changes to legislation and regulations within the tourism industry
- Identify areas for ongoing career development, including development of product knowledge, service excellence, teamwork, leadership, and management skills
- Identify the value and benefits of networking and membership in relevant professional associations and of obtaining professional certifications and designations
- Determine the reliability, authority, relevance and currency of information and information sources
- Monitor account settings to create and maintain a professional online presence (e.g., Facebook, LinkedIn, Twitter, etc.)

- Adapt goals, career and learning plans according to issues and trends observed

**See Glossary.*

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

use leadership, teamwork, conflict and relationship management skills and tools, as well as knowledge of organizational behaviour, employment standards and human rights to contribute to a positive work environment.

Elements of the Performance

- Explain how organizational behaviour theories can be used to influence organizational culture
- Apply principles of group dynamics to enhance team work and team building
- Apply principles of conflict, stress, change and time management to promote successful working relationships
- Use leadership skills and qualities, including the ability to motivate, empower and recognize the achievement of others
- Comply with human rights codes and understand the scope and application of employment standards legislation (e.g., *Human Rights Code, 1990, Employment Standards Act, 2000*, etc.)
- Promote equity and inclusion when communicating and collaborating with diverse external and internal customers and colleagues
- Share knowledge, skills and experience with others
- Identify networking opportunities to expand internal and external contact lists
- Foster mutually-beneficial relationships with competitors, suppliers, vendors, government and non-profit agencies, tourism and travel associations, and community groups as appropriate
- Adapt to differences in organizational culture, protocols, systems and practices to support organizational effectiveness and enhance work performance
- Adapt as necessary to flexible work hours and seasonal employment.

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

respond to issues and dilemmas arising in the delivery of tourism products, services and customer experiences by using and promoting ethical behaviour and best practices of corporate social responsibility and environmental sustainability.

Elements of the Performance

- Apply principles of corporate social responsibility to work in ways that minimize negative impacts and optimize social, environmental and economic benefits
- Promote the use and benefits of sustainable tourism and travel products and services, environmental awareness and decreased resource consumption
- Keep current with best practices in energy, solid waste and water management in the development and delivery of tourism and travel products, services and operations
- Promote an organization's environmental sustainability and corporate social responsibility policies and practices to colleagues and customers
- Promote and integrate sustainable practices in the workplace using information of government and community programs and resources and competitor practices
- Contribute to the continuous improvement of an organization's systems, processes, policies, services, and operations to reduce its environmental impact and enhance its reputation for socially responsible practices

Glossary

Hospitality - The tourism industry sectors relating to Accommodation and Food and Beverage.

Tourism Industry - tourism as a leading growth and job creator of the Canadian economy. Tourism is composed of five distinct, yet inter-related sectors. The five component areas of the Tourism Industry named by the Canadian Tourism Human Resource Council are:

- a. Accommodation
- b. Food and Beverage Service
- c. Recreation and Entertainment
- d. Transportation
- e. Travel Services

III. Essential Employability Skills

All graduates of the Tourism 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	<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. <i>locate, select, organize and document information using appropriate technology and information systems.</i> 2. <i>analyze, evaluate and apply relevant information from a variety of sources.</i>
INTERPERSONAL	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i> 2. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
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. <i>manage the use of time and other resources to complete projects.</i> 2. <i>take responsibility for one's own actions, decisions and their consequences.</i>

IV. General Education Requirement

All graduates of the Tourism 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.