![Ontario logo]

Protection, Security and Investigation Program Standard

The approved program standard for Protection, Security and Investigation (formerly Law and Security Administration) program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53007)

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

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I. Introduction

This document is the Program Standard for the Protection Security and Investigation program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53007).

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 has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

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

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),

- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and

- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

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

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

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation 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 Protection, Security and Investigation 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 telephone number noted on the inside cover page.

II. Vocational Standard

All graduates of the Protection, Security and Investigation program of instruction must have achieved the nine 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 Protection, Security and Investigation program provides students with practical, integrated learning experiences and a body of knowledge that will equip them to perform competently, effectively and safely upon entry into the protection, security and investigation fields. This program is designed to meet both public and private sector demand for graduates who have entry-level job skills, sufficiently specialized expertise in protection, security and investigation, as well as adequate knowledge of the criminal, youth criminal and civil justice systems in Canada.

A guiding principle of the Protection, Security and Investigation program is the requirement that learners, through a variety of experiences, achieve a basic grounding in protection, security and investigation. This principle makes it possible for learners to develop and reliably demonstrate their ability to handle public relations, resolve conflicts* with others in a competent manner and act justly and appropriately when working with diverse populations*. This program also equips graduates to use protection, security and investigation techniques and technologies to accurately monitor, assess and document behaviours, situations and events, and to collect, preserve and present admissible evidence*.

Graduates of the program reliably demonstrate critical thinking, problem solving and decision making skills in crisis*, conflict* and emergency* situations. They are prepared to manage stress effectively and to maintain fitness and wellness. In all duties and responsibilities, they are ready to: apply relevant social science and criminology theories to real life situations; carry out duties safely and ethically; communicate verbally, electronically and in writing; work effectively in a team environment; and comply with current legislation, regulations, standards and organizational policies.

The program prepares graduates for a wide range of challenging careers within the civil and criminal justice systems. Career opportunities await graduates in the following sectors: protective services; investigative services (private and public); border control, airport security, customs and immigration services; loss prevention; residential, commercial and industrial security; emergency* care; correctional services; and areas in law enforcement and the Canadian Forces. Graduates are employed by government organizations, agencies and institutions, as well as security and investigation service companies, hotels, retail establishments, commercial and industrial corporations. Graduates may also become self-employed.

Graduates have access to further educational qualifications through articulation agreements between the colleges and universities. Graduates of the Protection, Security and Investigation program are also prepared to write the Ministry of Community Safety and Correctional Services examinations, which are mandatory for private investigators and security guards in Ontario. Under the *Private Security and Investigative Services Act 2005*, candidates who pass the examinations are allowed to apply for a private investigator and/or security guard licence.

* *See Glossary*

Synopsis of the Vocational Learning Outcomes
Protection, Security and Investigation (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

1. **work in compliance with established standards and relevant legislation in the protection, security and investigation fields.**

2. **make decisions in a timely, effective and legally defensible manner to uphold protection and security.**

3. **carry out delegated duties and responsibilities in compliance with organizational policies and procedures.**

4. **act equitably and justly with diverse populations*.**

5. **work effectively as a member of a protection and security team.**

6. **prevent and resolve crisis*, conflict* and emergency* situations by applying effective techniques.**

7. **conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence*.**

8. **monitor, evaluate and accurately document behaviours, situations and events.**

9. **develop and implement ongoing effective strategies for personal and professional development.**

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

*** See Glossary**

The Vocational Learning Outcomes

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

   work in compliance with established standards and relevant legislation in the protection, security and investigation fields.

   Elements of the Performance

   - discern the similarities and differences among the criminal justice system, the youth criminal justice system and the civil justice system in Canada
   - delineate the jurisdictional scope and limits of international law, federal laws, provincial laws and municipal by-laws
   - differentiate and accurately categorize indictable, hybrid and summary offences
   - make choices that are consistent with current legislation, including but not limited to services where legal authority is applied such as courts, borders, corrections, public and private security, civil investigations, and law enforcement
   - conduct oneself in compliance with standards, policies, procedures and practices covered by the *Canadian Charter of Rights and Freedoms* and all applicable codes, acts, legislation, regulations and prohibitions
   - comply with the principal duties and responsibilities covered by the *Private Security and Investigative Services Act, 2005*, and satisfy the requirements for both the Private Investigators and Security Guards training curricula
   - recognize the scope and limits of practice and the responsibilities and liabilities associated with duty of care, use of force, search and seizure, and powers of arrest
   - protect confidentiality and privacy in compliance with the *Personal Information Protection and Electronic Documents Act, 2000* (PIPEDA), *Freedom of Information and Protection of Privacy Act, 1990* (FIPPA), *Personal Health Information Protection Act, 2004* (PHIPA), and the *Municipal Freedom of Information and Protection of Privacy Act, 1990* (MFIPPA)
   - comply with health and safety standards in the workplace

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

make decisions in a timely, effective and legally defensible manner to uphold protection and security.

Elements of the Performance

- analyze how personal biases and values affect perception and decision making
- implement ethical decision making strategies in everyday work situations
- evaluate and take steps to enhance the effectiveness of personal decision making techniques that improve risk management, protection and security
- distinguish among crisis*, conflict* and emergency* situations
- determine and assess the risks and vulnerabilities in crisis*, conflict* and emergency* situations
- identify and select alternate courses of action in consultation with peers, stakeholders, supervisors and direct reports
- implement strategies for making timely and effective decisions in crisis*, conflict* and emergency* situations
- apply effective information and intelligence gathering techniques, including observation, research and consultation
- devise security audits and emergency* preparedness and management plans

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

carry out delegated duties and responsibilities in compliance with organizational policies and procedures.

Elements of the Performance

- act with integrity in upholding the law in compliance with professional ethics and codes of conduct
- conduct duties in accordance with occupational health and safety legislation
- wear protective clothing and use protective equipment to maintain the safety and security of self and others
- exhibit professionalism through appropriate communication, deportment, attire, hygiene and grooming
- work effectively with or without supervision
- be accountable for one's decisions that impact personal performance and the performance of those under one's supervision
- set priorities and make and implement decisions in compliance with organizational policies and procedures
- complete work in an organized and timely manner
- anticipate issues and potential problems and advise or consult with appropriate authorities and/or take appropriate action when necessary
- implement strategies to deal with various high risk or threatening situations in compliance with legal, ethical, professional and organizational requirements
- follow legal processes and procedures and display appropriate behaviour and attitude for court proceedings

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

act equitably and justly with diverse populations*.

Elements of the Performance

- uphold the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act, 1985*, and all pertinent provincial or territorial Human Rights Codes
- support organizational policies that promote an inclusive, equitable, respectful, safe and supportive workplace environment
- explain how sociocultural differences impact human behaviour
- recognize prevailing differences in verbal and non-verbal communications when dealing with diverse populations*
- adopt communication techniques to interact effectively and sensitively with diverse populations*
- recognize and respond appropriately to situations involving harassment, bullying and violence in the workplace
- recognize and challenge racism, sexism and other individual and institutional forms of discrimination
- identify and access a variety of community resources to enhance interactions with diverse populations*

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

work effectively as a member of a protection and security team.

Elements of the Performance

- assume various authority roles in law enforcement settings, including leader, facilitator and team builder
- carry out duties and responsibilities in a manner that enhances the functioning of a team in law enforcement and emergency* measures situations
- implement effective teamwork strategies to nurture and maintain positive, safe and secure working relationships in law enforcement settings
- perform team-based law enforcement and emergency* measures functions in a safe, confident and non-threatening manner
- implement strategies to remedy team breakdowns in both everyday work situations and in crisis*, conflict* and emergency* situations
- identify when and how to assist, mentor and support team members
- adopt a positive work ethic and support a work environment that is free of harassment and discrimination
- contribute to effective and efficient team communications by employing current information and communications technologies (ICT), such as mobile and wireless communication devices for transmitting voice, video and data
- contribute to effective and efficient team communications by employing standard communication conventions, such as the International Phonetic Alphabet (IPA) and law-based acronyms and naming convention abbreviations

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

prevent and resolve crisis*, conflict* and emergency* situations by applying effective techniques.

Elements of the Performance

- conduct security audits using technologies, such as access control devices (e.g., card readers), biometric systems, covert and overt surveillance equipment, intrusion detection systems, hold-up alarms, duress alarms devices, as well as personal safety, fire and safety equipment
- contribute to the development and implementation of security awareness and crime prevention programs
- apply lawful conflict* management techniques, including and not limited to non-physical interventions, conflict* reduction, mediation, conciliation and reasonable use of force as required
- apply approved protocols and techniques to prevent crisis*, conflict* and emergency* situations
- apply critical thinking and problem solving techniques to intervene in crisis*, conflict* and emergency* situations
- develop and apply procedures for safe and effective evacuation in emergency* situations
- apply lawful and effective problem solving techniques to contain, mitigate and resolve crisis*, conflict* and emergency* situations
- apply legally approved and accepted use of force options to prevent harm to self or others
- influence or persuade using appropriate communication strategies or techniques to gain compliance in crisis*, conflict* and emergency* situations
- take charge and assert authority within the bounds of duty of care when required
- act with discretion, tact and calm when provoked or when working under conditions of stress
- assist in emergency* procedures to strengthen the surge capacity of local emergency* service providers in a major incident or disaster
- apply efficient map reading skills and tactical use of Global Positioning Systems (GPS)
- secure the environment to reduce the risk of harm, danger or loss in an incident scene
- protect oneself from injury in crisis*, conflict* and emergency* situations using self-defence tactics if necessary
- administer first aid as required, such as cardiopulmonary resuscitation (CPR), the use of a defibrillator or the administration of oxygen

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

conduct and/or contribute to investigations by collecting, preserving and presenting admissible evidence*.

Elements of the Performance

- ensure rules of evidence are followed in accordance with Canadian legal requirements
- identify situations that require investigation
- apply appropriate and effective investigation and admissible evidence* collection techniques
- collect and preserve admissible evidence* in accordance with forensic requirements
- conduct interviews using appropriate professional, legal and ethical methods
- document accurately the relevant facts from interviews
- identify inconsistencies in the communication of interviewees and witnesses
- substantiate or validate claims when taking statements from interviewees and witnesses
- document and secure admissible evidence* in accordance with organizational policies and procedures
- analyze critically all information and evidence gathered during an investigation
- derive conclusions from the information contained in evidentiary statements, documents and materials, and propose recommendations as required
- contribute to the preparation and presentation of a full report for the court, a tribunal, a client and/or an employer as required

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

monitor, evaluate and accurately document behaviours, situations and events.

Elements of the Performance

- monitor, record and assess behaviours accurately and in compliance with, legal, professional, ethical and organizational requirements
- use research techniques, surveillance techniques, interviewing techniques and appropriate equipment to collect and preserve admissible evidence*
- maintain clear and concise written and/or electronic journals to ensure that documented information is comprehensive, concise, factual and objective
- apply fundamental investigative techniques, including and not limited to preliminary, detailed and follow-up investigations related to corporate espionage, workplace theft, fraud or sabotage, and insurance fraud
- conduct a full background or due diligence check with cross-references
- recognize which behaviours, events or circumstances may trigger disruptive or dangerous situations in order to minimize their occurrence
- recognize verbal and non-verbal communication that usually precedes, precipitates or escalates violent or dangerous behaviours
- recognize verbal behaviours, nonverbal sounds, voice quality, tone and volume, gestures using hands and arms, facial expressions and body movements to predict behaviour
- recognize symptoms of common mental disorders taking into consideration a person's sociocultural and ethnic background
- recognize the signs and symptoms of impairment from being under the influence of alcohol and drugs
- recognize reasonable and probable grounds that a person is a danger to himself, herself, to others or to property

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

develop and implement ongoing effective strategies for personal and professional development.

Elements of the Performance

- recognize and adapt to workforce demands and trends within the protection, security and investigation fields
- keep current on security and investigation technology, and initiate available innovative technology solutions
- take advantage of learning and professional development opportunities within the organization and in the protection, security and investigation fields
- develop professional networks and participate in professional associations' activities in the protection, security and investigation fields
- develop practical ways of recognizing and managing personal stress
- recognize one's personal reactions to stressful situations and personal physical, mental and emotional limits
- solicit and accept constructive feedback and adjust behaviour accordingly
- implement strategies that optimize job performance and personal wellness and that minimize the potential for injury, illness and burnout
- take advantage of health and safety resources, such as wellness or employee assistance programs

Glossary

Admissible Evidence – evidence, such as testimonies, documentary materials or physical objects that is entitled or deemed worthy to be admitted, allowed or conceded in compliance with the rules of evidence in the *Ontario Evidence Act, 1990* and *Canada Evidence Act, 1985*.

Crisis – the turning point or decisive moment at which a situation either will or will not result in harm or loss of life and/or loss or damage to possessions, property and/or other vital interests.

Conflict – a state of antagonism, opposition, resistance, strife or struggle involving two or more individuals or larger social groups, that have mutually incompatible ideas, views, desires, needs and/or values. Conflicts may be relatively short-term (minutes to hours), prolonged (days, months or years) and in some cases, indefinite (generational). Various forms of conflict can range from passive resistance and defiance to verbal, physical and/or violent altercations.

Diverse Populations – diverse populations, including and not limited to age, ethnicity, race, gender, ability, social and economic class or sexual orientation and health states, representative of the individuals, groups and colleagues with whom graduates will interact.

Emergency – a situation that presents an immediate risk to health, life, property or the environment and that requires urgent action to prevent, alleviate or mitigate the harmful or dangerous effects of an incident or disaster.

III. Essential Employability Skills

All graduates of the Protection, Security and Investigation 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	3. *execute mathematical operations accurately.*
CRITICAL THINKING & PROBLEM SOLVING	- Analyzing - Synthesizing - Evaluating - Decision making - Creative and innovative thinking	4. *apply a systematic approach to solve problems.* 5. *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	6. *locate, select, organize and document information using appropriate technology and information systems.* 7. *analyze, evaluate and apply relevant information from a variety of sources.*
INTERPERSONAL	• Teamwork • Relationship management • Conflict resolution • Leadership • Networking	8. *show respect for the diverse opinions, values, belief systems and contributions of others.* 9. *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	10. *manage the use of time and other resources to complete projects.* 11. *take responsibility for one's own actions, decisions and their consequences.*

IV. General Education Requirement

All graduates of the Protection, Security and Investigation 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.