

Fitness and Health Promotion Program Standard

*The approved program standard for all
Fitness and Health Promotion programs of
instruction leading to an Ontario College
Diploma delivered by Ontario Colleges of
Applied Arts and Technology (MTCU funding
code 52209)*

Ministry of Training, Colleges and Universities
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Inquiries regarding specific Fitness and Health Promotion programs offered by colleges of applied arts and technology in Ontario should be directed to the relevant college.

This version replaces the program standard released in August 1997. Inquiries regarding this program standard should be directed to the address noted above.

This publication is available on the Ministry’s Web site at <http://www.edu.gov.on.ca>

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Table of Contents

I.	Introduction	1
	Development of System-Wide Program Standards	1
	Program Standards	1
	The Expression of Program Standards as Learning Outcomes	2
	The Presentation of the 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
	Glossary of Terms	18
III.	Generic Employability Skills Standard	19
	Synopsis of the Generic Employability Skills Learning Outcomes	20
	The Generic Employability Skills Learning Outcomes	21
IV.	General Education Standard	34
	The General Education Requirement	34
	Goals and Broad Objectives	35

I. Introduction

This document is the Program Standard for all Fitness and Health Promotion programs of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 52209). This version replaces the one released in 1997.

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),
- **Generic employability skills standard** (the generic skills learning outcomes which apply to all programs of instruction offering similar credentials), and
- **General education standard** (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 the Fitness and Health Promotion 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 Fitness and Health Promotion programs of instruction must have achieved the eleven vocational learning outcomes listed in the following pages, in addition to achieving the generic employability skills learning outcomes and meeting the general education standard.

Preamble

The job market in the field of fitness and health promotion is changing as it is in most human services. The growing demand and need for the provision of leisure and fitness services in our complex society has imposed increased responsibilities on agencies and individuals responsible for service delivery. Increasing emphasis on lifestyle* modification through leisure services, and the growing private sector opportunities in both community services and specific corporate activities are current examples of these changes. There will be a significant growth in certain types of recreational services in the future. An increasing thrust in fitness and health promotion is in the area of lifestyle* modification programs designed to meet the needs of individuals. Counselling skills, instructional skills, and motivational capabilities are combined with the skill and knowledge to design individual programs for clients*.

Training for the entire field of leisure and fitness services includes detailed knowledge of current programs and skills in meeting the needs of communities, organizations, and individual clients*. Graduates are skilled in identifying needs in the community and designing programs for individuals and groups to meet a wide range of objectives and goals. Being often faced with the task of creating or adapting programs requires special knowledge and skills in program administration and business practices, an awareness of community resources in general, and the ability to communicate effectively with managers, boards, committees, and funding agencies.

Fitness professionals provide assessment, counselling, exercise prescription, and leadership services that require keen motivational, technical, and organizational abilities. Along with strong interpersonal and communication skills, the practical and administrative skills of graduates are recognized by the industry and are paramount in the provision and management of safe, effective fitness and health programs. Graduates plan, promote, and deliver a wide range of services including activity and educational programs, which enhance the health and fitness of individuals in many diverse settings. The concept of wellness, especially the relationship between active living and wellness, is an integral part of graduates' learning. Additional areas where skills are exhibited include

* Please see Glossary of Terms.

operation/management of fitness facilities, program administration and promotion, fitness testing procedures, planning/conducting of physical exercise programs, identification and management of safety and injury issues, and development of leadership ability and performance.

Graduates may find employment in the retail fitness industry in a variety of settings including fitness and health clubs, YMCA/YWCA, corporate recreation and fitness programs, and public and private fitness programs. Graduates may also find employment with community institutions for special populations, hospitals, and municipal recreation departments. In addition, graduates may chose to become consultants or business entrepreneurs. They are prepared to meet the multi-dimensional demands of a growing market in fitness and health promotion.

Synopsis of the Vocational Learning Outcomes Fitness and Health Promotion Programs

The graduate has reliably demonstrated the ability to

- 1. conduct assessments of fitness, well-being, and lifestyle* for clients* and effectively communicate assessment results.**
- 2. prescribe* appropriate physical activity, fitness, active living, and lifestyle* programs to enhance health, fitness, and well-being of clients*.**
- 3. utilize appropriate interviewing and counselling skills to promote or enhance health, fitness, active living, and well-being of clients*.**
- 4. collaborate with individuals in the selection and adoption of strategies* that will enable them to take control of and improve their health, fitness, and well-being.**
- 5. develop, implement, and evaluate activities, programs, and events which respond to identified needs and interests of clients* and maximize the benefits of health, fitness, and well-being.**
- 6. train individuals and instruct groups in exercise and physical activities.**
- 7. contribute to community health promotion strategies*.**
- 8. assist in the development of business plans for health and fitness programs, activities, and facilities.**
- 9. implement strategies* and plans for ongoing personal and professional growth and development.**
- 10. develop and implement risk management strategies* for health and fitness programs, activities, and facilities*.**
- 11. interact effectively with clients*, staff, and volunteers in health and fitness programs, activities, and facilities*.**

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

* Please see Glossary of Terms

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

conduct assessments of fitness, well-being, and lifestyle* for clients* and effectively communicate assessment results.

Elements of the Performance

- Identify clients* who should seek medical clearance prior to doing a fitness appraisal or before becoming physically active
- Determine readiness for physical activity
- Identify the stage of change* for physical activity in clients'* lifestyle*
- Utilize communication styles and skills appropriate to various age groups
- Administer informed consent to youth and adults
- Gather information about lifestyle* and activity level using a variety of tools
- Assess body composition
- Apply knowledge of sub-maximal cardiovascular fitness testing
- Monitor heart rate and blood pressure
- Assess flexibility, range of motion, and muscular strength and endurance using a variety of current and relevant techniques
- Conduct CPAFLA (Canadian Physical Activity, Fitness, and Lifestyle Appraisal) appraisals and administer the protocol within CPAFLA
- Apply knowledge of anaerobic and aerobic energy systems to assessments
- Apply basic knowledge of cardiorespiratory physiology, anatomy, biomechanics, and exercise physiology to relevant aspects of appraisal
- Calculate, interpret, and record results of appraisal accurately and clearly
- Protect the confidentiality of all client* records and information
- Communicate appraisal results in both written and oral formats in a manner that is comprehensible to the client* and promotes an understanding of their current fitness status
- Utilize relevant theory to discuss weaknesses and strengths of performance-related appraisal protocols

* Please see Glossary of Terms

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

prescribe* appropriate physical activity, fitness, active living, and lifestyle* programs to enhance health, fitness, and well-being of clients*.

Elements of the Performance

- Synthesize the results of health-related and performance-related fitness appraisals
- Apply knowledge of a broad range of physical activity options (e.g., leisure activities, organized sports, exercise facilities*, active living groups)
- Respond to the concerns, needs, and issues of individuals who are at greater health risks
- Facilitate referrals to appropriate information centres, health care professionals, alternative health care options, other fitness professionals, or community resources when necessary
- Prescribe* safe and healthy activities, exercises, and programs for aerobic fitness, muscular strength and endurance, improvement of body composition, and flexibility as needed
- Apply knowledge of advantages and disadvantages of different types of fitness equipment
- Select exercises and appropriate equipment for individual clients* to target various muscle groups as necessary
- Identify exercises that are contraindicated for the client and inform client of these
- Explain and apply training principles
- Select tools, design strategies*, and create action plans by applying the guiding principles of behaviour change as it relates to active living and exercise
- Communicate the impact of unhealthy lifestyle* choices to the client*
- Explain and demonstrate the importance of good body mechanics and posture
- Develop strategies* for preventing or dealing with fitness-related injuries
- Modify exercises and activities to prevent or accommodate injury or limitation in the client*
- Recognize training responses to different training methodologies
- Identify assessment and prescription limitations of the fitness professional
- Monitor clients'* response to training and modify training to suit clients'* needs

* Please see Glossary of Terms

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

utilize appropriate interviewing and counselling skills to promote or enhance health, fitness, active living, and well-being of clients*.

Elements of the Performance

- Establish rapport and a supportive environment
- Present a knowledgeable, professional, and genuinely authentic attitude
- Recognize and respond sensitively to individual rights and cultural diversity
- Interpret verbal communication and nonverbal behaviour correctly
- Utilize appropriate counselling skills to create a safe and supportive relationship with the client*
- Utilize active listening skills
- Employ an effective variety of interviewing techniques and styles
- Show unconditional positive regard and remain non-judgmental
- Develop and communicate empathy
- Identify situations requiring referral to formal psychological, medical, or other professional counselling
- Utilize communication styles appropriate for a variety of age groups
- Integrate the philosophy of wellness/active living through its appropriate application to clients*
- Apply motivational techniques that might be used to increase client* adherence
- Determine the needs, wants, abilities, and limitations of the client* for goal setting

* Please see Glossary of Terms

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

collaborate with individuals in the selection and adoption of strategies* that will enable them to take control of and improve their health, fitness, and well-being.

Elements of the Performance

- Consider issues related to the clients'* current lifestyle* (e.g., diet, health-risk behaviours, stressors) into any plans for change
- Facilitate the clients'* understanding of their current stage of change* and how their progress or lack of progress could influence that
- Collaborate with the clients* in the development of realistic alternatives and evaluate these in relation to their appraisal results, goals, and stages of readiness for change
- Promote understanding of clients'* current health status
- Promote an understanding of the relationship among self-esteem, self-efficacy, and healthy living
- Assist clients* in planning for realistic behaviour change
- Assist clients* in identifying lifestyle* needs that are important to them
- Assist clients* in choosing activities that are compatible with identified needs
- Determine clients'* expectations for follow-up and encourage them to return
- Utilize appropriate motivational strategies* which account for individual capacity and coping skills of the client*
- Demonstrate an understanding of adherence strategies*
- Utilize a variety of strategies* for supporting clients* (e.g., self-contracts, social supports, accountability)
- Monitor exercise and activity programs and adapt and modify, when necessary, to meet the needs of the client*
- Apply knowledge of behaviour change theories as they relate to programs

* Please see Glossary of Terms

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

develop, implement, and evaluate activities, programs, and events which respond to identified needs and interests of clients* and maximize the benefits of health, fitness, and well-being.

Elements of the Performance

- Assess needs and abilities of clients* in order to develop relevant activities, programs, and events
- Plan and schedule activities, programs, and events by developing and applying appropriate principles, purposes, goals, objectives, and time lines
- Apply principles of lifespan development to the design and implementation of health, fitness, and well-being initiatives
- Identify requirements for facilities*, equipment, financial resources, inventory, and supplies
- Utilize strategies* which support the inclusion of culturally diverse populations and individuals with special needs
- Identify health, fitness, and well-being trends and issues and assess potential markets for new activities, programs, and events
- Apply strategies* to ensure a customer-service orientation
- Apply creative programming techniques
- Utilize qualitative and quantitative evaluation tools to assess the impact of activities, programs, and events
- Recognize the variety of health promotion strategies for corporations, organizations, and communities

* Please see Glossary of Terms

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

train individuals and instruct groups in exercise and physical activities.

Elements of the Performance

- Present information in a clear and understandable manner utilizing a variety of instructional techniques to fully involve clients*
- Match activities and programs to the needs and strengths of individuals or groups
- Instruct and monitor clients* in the safe use of a variety of exercise equipment
- Use appropriate principles of motivation and learning to train and instruct clients
- Plan classes and activities using various strategies* of innovative problem solving
- Identify and facilitate the stages of group development
- Demonstrate the correct selection of equipment and execution of various types of activities/exercises
- Observe client* performance and give appropriate and timely feedback to the client*
- Modify the activity/exercise and change equipment/training method or other prescriptive factors to suit client* needs
- Utilize feedback to meet needs of individuals and group members
- Monitor intensity and progression of activity/exercise program
- Facilitate communication among individuals and group members
- Adapt leadership roles to current situation and to the maturity and behaviour of group members
- Utilize shared problem-solving and decision-making techniques

* Please see Glossary of Terms

7. *The graduate has reliably demonstrated the ability to*
contribute to community health promotion strategies*.

Elements of the Performance

- Promote an understanding of the determinants of health
- Participate in initiatives that emphasize health promotion and disease prevention
- Apply strategies* for creating supportive environments that will ensure positive impacts on the health of people
- Contribute to the strengthening of community action that focuses on issues affecting health
- Identify community, national, and international organizations associated with health promotion
- Contribute to strategies* that will assist individuals and community groups to take personal responsibility for health
- Promote the importance and value of sound nutrition, sufficient physical activity, stress management, regular medical consultations, and abstinence from, or regulation of, the use of drugs, tobacco, and alcohol
- Evaluate the impact of health promotion strategies implemented
- Analyse lifestyle* intervention research

* Please see Glossary of Terms

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

assist in the development of business plans for health and fitness programs, activities, and facilities*.

Elements of the Performance

- Assist in the budgeting process for programs, facilities*, equipment, inventory, and supplies
- Suggest the potential uses of a variety of facilities* for health and fitness programs, activities, and facilities*
- Assist in conducting and analysing basic market research to document the personal, social, and economic benefits of health, fitness, and well-being
- Apply knowledge of different forms of businesses (e.g., partnerships, sole proprietorship, corporation)
- Incorporate an entrepreneurial approach to planning for the delivery of health, fitness, and well-being programs and activities
- Identify and recognize business opportunities
- Apply knowledge of contracts and service agreements to assist in the development and implementation of an effective business plan
- Develop and implement appropriate, current, and relevant systems of records and reports
- Incorporate the effective use of current and relevant information technology
- Apply knowledge of the structure and operations of private, government, and non-profit organizations in the health, fitness, and well-being area
- Apply basic knowledge of human resources policies and procedures where necessary
- Assist in coordinating rental and reservation agreements to satisfy community, agency, policy, and client* needs
- Design news releases, flyers, brochures, posters, and other promotional materials using a variety of computer software
- Assist in the development of a marketing/communication plan with a customer service orientation
- Develop and practice sales strategies* to promote health and fitness programs, activities, and facilities*

* Please see Glossary of Terms

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

implement strategies* and plans for ongoing personal and professional growth and development.

Elements of the Performance

- Identify the purpose and value of health, fitness, and well-being organizations and other related organizations at regional, provincial, and national levels
- Adhere to organizational and professional codes of conduct, core values, and codes of ethics
- Clarify one's own professional role in the health, fitness, and well-being field of practice
- Identify trends and issues in the field of health, fitness, and well-being
- Access and use professional development resources and activities which promote professional growth
- Apply effective time management skills and personal organization abilities to all aspects of work
- Utilize strategies* for effectively adapting to stress and a variety of stressors
- Select and use creative problem-solving and solution-enhancement skills
- Present one's self using a format which best identifies skills, knowledge, attributes, and experience (e.g., resume, portfolio, interview, webpage)
- Meet requirements for maintaining and improving qualifications, certifications, and affiliations (e.g., Certified Fitness Consultant [CFC], Personal Fitness Trainer [Canadian Society of Exercise Physiology PFT]) through professional development activities and other lifelong learning opportunities
- Establish reasonable and realistic personal and professional goals to enhance work performance
- Access and use appropriate resources and self-care strategies* to enhance personal growth
- Articulate a personal philosophy of healthy living

* Please see Glossary of Terms

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

develop and implement risk management strategies* for health and fitness programs, activities, and facilities*.

Elements of the Performance

- Identify various types of health, fitness, and well-being facilities* and activities and potential risks associated with each type
- Assist in designing strategies to deal with risk management
- Apply risk management strategies* to deal with such issues as safety, security, public health, and liability
- Ensure that equipment maintenance and safety checks are completed in a timely manner
- Apply knowledge of legislation, regulations, standards, and policies affecting the provision, safety, cleanliness, and maintenance of facilities* (e.g., Fitness Safety Standards, Occupational Health and Safety Act, Health and Safety Plan)
- Identify minimum qualifications of staffing to ensure safe operations of programs and activities within a facility (e.g., aquatics, equipment, gymnasium)
- Apply knowledge of first aid and CPR as necessary
- Ensure clients* are instructed in the safe usage of all equipment
- Provide appropriate supervision and spotting techniques where needed
- Apply knowledge of communicable diseases and their transmission
- Apply knowledge of liability insurance coverage as it applies to negligence

* Please see Glossary of Terms

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

interact effectively with clients*, staff, and volunteers in health and fitness programs, activities, and facilities*.

Elements of the Performance

- Demonstrate appropriate level of leadership in the selection, training, and guiding of required volunteers when necessary
- Develop and use effective and creative problem-solving skills
- Apply knowledge of planning and facilitating effective meetings
- Recognize the benefits of utilizing focus groups
- Prepare and deliver presentations when necessary
- Apply sound decision-making techniques
- Communicate clearly and coherently in appropriate written and spoken formats
- Apply techniques for managing and resolving conflict in a manner beneficial to the parties involved
- Utilize strategies* for ensuring quality and team cohesion in a variety of settings
- Promote quality customer service in all interactions with clients*
- Maintain paper-based and electronic records that are current, accurate, concise, secure, and organized
- Utilize appropriate professional business practises such as confidentiality and ethical behaviour when promoting service or dealing with colleagues and clients*
- Apply knowledge of group dynamics

* Please see Glossary of Terms

Glossary of Terms

Adherence strategies – techniques and methods employed to assist clients to follow programs and maintain activities designed to enhance their health, fitness, and well-being.

Client(s) – individuals, groups, organizations, or corporations who seek and utilize health, fitness, and well-being services.

Facilities – buildings or locales that house or offer related programs, activities, or events.

Lifestyle – the full range of habits, choices, stressors, and behaviours of individuals that comprise the manner in which they conduct their lives.

Prescribe – to safely design and recommend activities, exercises, or plans of action that will promote or enhance the health, fitness, and well-being of the client and which are based on acquired knowledge and/or the results of individual assessments.

Stage of change – critical period in which developmental changes related to health, fitness, and well-being occur naturally.

Strategies – planned and organized grouping of events, programs, exercises, or other such related activities that are applied to a person(s) or situation to respond to or meet an identified need or goal.

III. Generic Employability Skills Standard

*All graduates of Fitness and Health Promotion programs of instruction must have achieved the thirteen generic employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education standard. In the generic employability skills learning outcomes, an **explanation** of the outcome is also provided to help ensure clarity.*

Synopsis of the Generic Employability Skills Learning Outcomes Fitness and Health Promotion Programs

The graduate has reliably demonstrated the ability to

- 1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audiences.**
- 2. reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.**
- 3. apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.**
- 4. use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.**
- 5. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**
- 6. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.**
- 7. collect, analyze, and organize relevant and necessary information from a variety of sources.**
- 8. evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.**
- 9. create innovative strategies and/or products that meet identified needs.**
- 10. manage the use of time and other resources to attain personal and/or project-related goals.**
- 11. take responsibility for her or his own actions and decisions.**
- 12. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.**
- 13. represent her or his skills, knowledge, and experience realistically for personal and employment purposes.**

The Generic Employability Skills Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audiences.

Explanation

Communicating in a clear, concise, and correct manner requires producing the written, spoken, or visual material that best suits the situation. Graduates will have developed their ability to analyze their audiences to identify what is required and to match those needs with the means that is most appropriate. They will have produced material according to the style and conventions required, and they will have checked their products for accuracy and clarity. Finally, graduates will have used the tools available to them to create and correct their written, spoken, and visual messages.

Elements of the Performance

- Plan and organize communications according to the purpose and the audiences
- Choose the format (e.g., memo, illustration, video, multimedia presentation, diagram) appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Produce material that conforms to the conventions of the chosen format
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from mechanical errors
- Use the computer technology that will enhance the production of materials
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

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

reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

Explanation

Responding to messages from many sources requires the ability to receive and to comprehend what has been received. One way to demonstrate that comprehension is to reframe, or restate in other forms, the original message. This requires graduates to have developed the skills to read, listen to, and observe messages contained within narrative and visual form. It also requires the ability to construct unique narrative and visual representations that are consistent with the original messages.

Elements of the Performance

- Develop and use strategies to read, listen, and observe effectively
- Clarify what has been read, heard, and observed
- Reproduce original information in other formats (e.g., written and spoken summaries; tables, figures, charts, diagrams, maps, drawings, photographs, and computer-generated graphics; terms represented by numbers; and values represented by letters or signs)
- Use technology, where appropriate, to aid in reframing
- Evaluate the representation for consistency of meaning with the original
- Acknowledge the use of material from other sources according to the conventions of the medium used

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

apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.

Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

Elements of the Performance

- Recognize situations that require mathematics
- Assess potential mathematical strategies (including models, geometric representations or formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness
- Decide on the degree of accuracy required for answers
- Estimate probable answers
- Execute mathematical operations necessary to implement selected strategies
- Use calculators or appropriate technological tools to perform mathematical operations accurately
- Check for errors in numerical answers and the appropriate fit between problems and answers
- Express answers clearly
- Transfer the use of mathematical strategies from one situation to another

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

use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well.

Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately. Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

Elements of the Performance

- Use basic operating system functions competently (e.g., load software, store and retrieve data)
- Determine which tasks can best be handled by computers and other technology
- Select suitable software, equipment, and tools for the task
- Use the software, equipment, and tools effectively, correctly, and ethically
- Deal with equipment and software problems and errors in a logical and systematic manner
- Transfer concepts, knowledge, and skills from one technology to another
- Evaluate one's own use of hardware, software, and technological tools

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

interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Explanation

Working in teams or groups in either a work or personal context requires the ability to assume responsibility for collective duties and decisions. It also requires interacting effectively with the members of the group. Therefore, in achieving this outcome, graduates will have demonstrated their ability to understand and complete the various tasks required of them as group members. They will also have demonstrated their ability to understand and respond to others.

Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion
- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts
- Regularly assess the group's progress and interactions and make adjustments when necessary

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

evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.

Explanation

Solving a range of complex problems and dealing with a variety of tasks require the thinking skills and strategies that will allow graduates to identify what has to be done and to select and implement the most suitable approach. In applying thinking skills and strategies, graduates will have understood the limits as well as the potential of their own thought processes. As well, in attempting various strategies, they will have explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

- Clarify the nature and extent of problems or required directions
- Explore various thinking skills and strategies that could be used
- Identify limits as well as the potential of one's own thought processes
- Choose and apply thinking skills and strategies (e.g., inductive and deductive thinking; creative and intuitive thinking; inquiry; critical thinking; and reflection)
- Evaluate results of the thinking skills and strategies used in problem solving and decision making
- Appreciate the benefits of the use of alternative types of thinking

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

collect, analyze, and organize relevant and necessary information from a variety of sources.

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize that information in understandable ways. In achieving this outcome, graduates will have developed and used strategies to locate and gather a wide range of information, most particularly through technological means. They will have learned how to select pertinent information and to sort it so that it can be displayed in useful formats like databases and spreadsheets. This information can then be used to support decisions and to assist in the completion of tasks.

Elements of the Performance

- Identify the nature of information required
- Investigate sources of information (including people, text, databases, and the Internet)
- Gather information from the most appropriate sources using various data collection techniques, including technology
- Examine the information and select what is relevant, important, and useful
- Employ a variety of techniques to organize the information (e.g., spreadsheets, databases, graphs, charts)
- Draw conclusions about how the information can be used
- Evaluate the processes used
- Cite sources according to the conventions of the medium used

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

evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

Explanation

With the wealth of numerical and non-numerical information available, graduates must be able to interpret, understand, and draw conclusions about what others have produced. Graduates will have used their mathematical abilities to question the validity of statistics and other numerical claims. Graduates also will have used their language and critical thinking skills to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions. As a result, graduates will have developed the ability to question and make decisions about what they read, hear, and observe.

Elements of the Performance

- Identify conclusions and claims made by others
- Detect any fallacies, biases, misrepresentations, and assumptions and judge their relevance to supporting arguments
- Check for accuracy and credibility of claims or arguments
- Be prepared to defend acceptance or rejection of claims or arguments

9. *The graduate has reliably demonstrated the ability to*
create innovative strategies and/or products that meet identified needs.

Explanation

Creating strategies and products that are original and innovative will require graduates to develop their creative thinking skills to find alternative ways to address situations. Graduates will have developed the confidence to use old information in new ways; to see unique relationships; and to practice the lateral, divergent, and intuitive thinking that will yield new approaches.

Elements of the Performance

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs
- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

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

manage the use of time and other resources to attain personal and/or project-related goals.

Explanation

Achieving task-related goals in their personal and professional lives requires graduates to use their time, money, space, and other, often limited, resources as efficiently as possible. Graduates will have developed their ability to plan and predict ways of achieving goals. They will have developed and used tools intended to assist in the process. Finally, they will have attempted to follow their plans and use the tools, assessing regularly how realistic the goals, plans, and processes are and adapting when it is necessary.

Elements of the Performance

- Define reasonable and realistic goals
- Use planning tools (e.g., budgets, schedules) to achieve goals
- Monitor the process and goals and respond to changes
- Use resources (e.g., money, space, time) efficiently to accomplish tasks
- Re-evaluate goals and the use of resources and make appropriate adjustments

11. *The graduate has reliably demonstrated the ability to*
take responsibility for her or his own actions and decisions.

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

- Review the results of one's actions and decisions
- Reflect on the processes and practices used
- Identify any errors and make corrections
- Identify successes for adaptation to other situations
- Account for how one's own values and beliefs affect actions and decisions
- Evaluate and act upon constructive feedback
- Be prepared to defend decisions made and actions taken

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

adapt to new situations and demands by applying and/or updating her or his knowledge and skills.

Explanation

Transferring skills from one context to another enables graduates to be lifelong learners. Graduates will have developed the confidence to know that their current skills are applicable to a range of changing, novel, and unexpected situations. They will have demonstrated their ability to reflect on what they can do, match those skills to the new demands, and apply previous skills or develop the additional ones that will make them as effective in the new situations.

Elements of the Performance

- Assess current skills, knowledge, and learning styles
- Identify skills and knowledge required for new situations
- Adapt current skills and knowledge to new situations
- Identify new skills and knowledge required
- Choose the most appropriate learning and working styles to acquire new skills and knowledge
- Evaluate success of the processes and actual adaptations

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

represent her or his skills, knowledge, and experience realistically for personal and employment purposes.

Explanation

Preparing for changes in their personal and professional lives requires graduates to assess and present their accomplishments and abilities. In achieving this outcome, graduates will have developed their ability to reflect on what they have done and learned. They will also have summarized their abilities in ways that are attractive and useful to potential recipients. These ways may include portfolios and resumes. Finally, graduates will have developed the skills to present themselves and their accomplishments personally and with confidence.

Elements of the Performance

- Summarize one's own skills, knowledge, and experience realistically
- Choose formats (e.g., resume, portfolio, interview) which best display skills, knowledge, and experiences according to the situations
- Evaluate responses to the representations and make any adjustments

IV. General Education Standard

All graduates of Fitness and Health Promotion programs of instruction must have met the general education requirement described on the following pages, in addition to achieving the vocational and generic employability skills learning outcomes.

The General Education Requirement for Ontario College Diploma and Ontario College Advanced Diploma Programs

Graduates will 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 involve students taking three to five courses (or the equivalent) designed discretely from vocational learning opportunities. This learning would normally be delivered using a combination of required and elective processes.

The general education requirement is an integral component of the Fitness and Health Promotion Program Standard, along with the vocational and generic employability skills learning outcomes.

The general education requirement is to be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses are to be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges are to be designed to benefit one or more of the three aims: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning is to be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those postsecondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life. General education in the colleges provides learners with insight into the enduring nature of the issues being addressed and into their particular relevance to today and the future. This education is intended to encourage and support continuous learning and is designed to address one or more of the following goals and associated broad objectives established for general education.

Goals and Broad Objectives

1. **Aesthetic Appreciation**

understand beauty, form, taste, and the role of the arts in society

Broad Objectives

- develop critical awareness of arts in society
- perceive and evaluate the role of the arts
- heighten critical appreciation through development and application of personal and formal judgement factors

2. **Civic Life**

understand the meaning of freedoms, rights, and participation in community and public life

Broad Objectives

- develop knowledge of the structure and function of governments in Canada: legislative, judicial, and administrative arms; roles of elected officials and public servants; and a personal awareness of citizen responsibility
- develop historical understanding of major issues affecting Canadian politics and a critical awareness of related public policy
- develop awareness of international issues and their effects, and the place of Canada in international communities
- develop awareness of the history, significance, and organization of the voluntary sector in community life

3. Cultural Understanding

understand the cultural, social, ethnic, and linguistic diversity of Canada and the world

Broad Objectives

- develop an understanding of cultural identity by linking personal history to broader cultural study
- develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

4. Personal Development

gain greater self-awareness, intellectual growth, well-being, and understanding of others

Broad Objectives

- consider one's expectations and values and analyze their impact on personal goals
- apply an understanding of the individual and human development to personal life and relationships
- integrate the concept of well-being into one's lifestyle
- understand oneself as a learner and articulate one's own learning style

5. Social Understanding

understand relationships among individuals and society

Broad Objectives

- develop informed understanding of social organization and institutions and of ongoing issues in relationships between individuals, groups, and societies
- develop informed understanding of social trends, social change, and social problems and of implications for social and personal response
- develop informed understanding of contemporary social problems and issues

6. Understanding Science

appreciate the contribution of science to the development of civilization, human understanding, and potential

Broad Objectives

- develop an understanding of the history, philosophy, contributions, perspectives, and limitations of the sciences
- develop an understanding of the scientific method and its uses in measuring quantifiable entities and confirming laws of nature

7. Understanding Technology

understand the interrelationship between the development and use of technology and society and the ecosystem

Broad Objectives

- relate implications of current transformations in technological knowledge and development to our physical and biological world
- develop awareness of ethical positions on enduring issues regarding the place of the human species in the physical and biological world

8. Work and the Economy

understand the meaning, history, and organization of work; and working life challenges to the individual and society

Broad Objectives

- set personal expectations for efficiency, effectiveness, ethics, and rewards and reconcile them with the changing work environment
- apply knowledge of the organization and structure of work, its institutions, and history; and of social and cultural attitudes to work
- develop an understanding of the changing nature of work and the economy