Sheridan	THE SHERIDAN COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING

Title: General Education Procedure		
Original Date: October 22, 2014 **Date of Approval** April 1, 2018	**Effective Date:** April 1, 2018 **Last Review Date:** April 1, 2018	**Approved By:** Faculty of Humanities and Social Sciences

1.   Purpose

The Ministry of Advanced Education and Skills Development's (MAESD)[1] Binding Policy Directive: Framework for Programs of Instruction 2005[2] requires that colleges develop, incorporate and deliver General Education courses within Ontario College Certificates, Diplomas and Advanced Diplomas. This Procedure lays out Sheridan's approach to meeting the Ministry's General Education requirements and supports the General Education Policy.

2.   Scope

This Procedure applies to all applicable Sheridan curriculum (Provincial Certificates, Diplomas and Advanced Diplomas), Academic Faculties, faculty members, staff and students involved in said credentials.

Additionally, this Procedure provides guidance for, and opportunities to enhance collaboration between, all Faculties and Support areas involved in the development, planning and implementation of General Education requirements at Sheridan. Critical stakeholders within the Sheridan community include, but are not limited to, the Centre for Teaching and Learning, Office of the Registrar, the International Centre, Student Services, Library & Learning Services, the Centre for Indigenous Learning and Support and the Student Union and will have representation on the committee.

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[1] In 2017, the Ministry of Training, Colleges and Universities (MTCU) was renamed Ministry of Advanced Standing Education and Skills Development.
[2] The Binding Policy Directive can be found at the following link:
http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf

3. Definitions

Cross-College General Education Committee: A Committee with academic and non-academic membership from across Sheridan. The Committee is responsible for sharing information and best practices related to the planning and delivery of General Education requirements at Sheridan.

Core Course: Courses that contribute to the development of knowledge and skills in a specific discipline or field of study related to a program. Mandated General Education courses may contribute to the core in programs where such courses are consistent with the discipline or field of study of the program.

Course Exclusions: Breadth courses that have been excluded as elective choices for students registered in specific degree programs. Determination is made based on the course being too similar to the Program's core curriculum as determined by the Academic Faculty in consultation with the Centre for Teaching and Learning.

Mandated General Education Courses: General Education courses which are identified and determined to be required by the Academic Faculty for students registered in a specific program(s).

MAESD: Ministry of Advanced Education and Skills Development, previously known as the Ministry of Training, Colleges and Universities (MTCU).
Non-Vocational: Content that is not pertaining to, or connected with, a specific vocation or field of study.

Non-Skills Based: Content that does not practice and/or refine skills directly related to a specific vocation area or field of study.

Open General Education Courses: General Education courses which are chosen by students outside of their field of study to meet their General Education requirements.

Prerequisite: A requirement which must be successfully completed prior to being. registered in a course.

4. Procedure

Responsibility, Collaboration & Governance

4.1 Planning, Curricular Approval and Delivery of General Education

a. The Faculty of Humanities and Social Sciences has responsibility for
   i. planning and staffing of all Open General Education courses offered at Sheridan; and,
   ii. providing curricular approvals, following Academic Resource Committee (ARC) levels, for all new and existing General Education courses, including Open and Mandated courses; and,
   iii. evaluating all Advanced Standing and Prior Learning Assessment requests for Open General Education courses.

b. The Faculty/program has responsibility for
   i. planning and staffing all Mandated General Education courses included within their program requirements, and
   ii. evaluating all Advanced Standing and Prior Learning Assessment requests for Mandated General Education courses embedded within the program; and,
   iii. informing the Faculty of Humanities and Social Science of program changes and enrollment trends that directly impact the planning and delivery of Open General Education courses.

4.2 Cross-College General Education Committee

A Cross-College General Education Committee shall be established to support the requirements of this Policy and Procedure. This Committee shall be guided by the principles of collaboration and consultation among all stakeholders. Membership shall include, Faculty representatives (Program Coordinators, Academic Advisors, faculty members, Associate Dean), Office of the Registrar, Centre for Teaching and Learning and Student Services, as well as other interested parties such as the Centre for Indigenous Learning and Support, and Library & Learning Services.

The Committee will meet regularly and be co-chaired by the Associate Dean of the Faculty of Humanities and Social Sciences (or designate) and a representative from the Centre for Teaching and Learning.

The Committee will provide a forum to share information and provide advice on General Education related requirements and best practices, including but not limited to[3]:

- Review feedback via Program Review related to General Education (from the program faculty and students);

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[3] Fulsome Terms of Reference will be established by the Committee during its first term of operation.

- Discuss issues related to Advanced Standing of General Education courses;
- Provide feedback on special initiatives designed to support excellence in General Education.

4.3 Curriculum Development and Approvals

- General Education courses must meet the General Education criteria (see section 4.6) in accordance with the Ministry's Binding Policy Directive (2005).
- Evidence of this consultation will be embedded in the formal Senate Curriculum approval process and forms.

4.4 Process for Exclusions

- Faculties and programs are responsible for reviewing Open General Education courses and determining whether a course exclusion is required and updating the Faculty of Humanities and Social Science of changes one semester prior to the effective date.
- A General Education course should be considered for exclusion if it meets one or more of the following criteria:
  - duplication or overlap with content covered in a core course;
  - duplication of program curriculum across several core courses; or
  - overlap with Critical Performance Statement for the program.

General Education Curriculum Development Criteria

4.5 Minimum Number of General Education Courses per Credential

General Education courses, when possible, should be equally distributed throughout a student's program of study. The Sheridan credentials listed below will include the following minimum number of General Education courses:

Ontario College Certificate	Ontario College Diploma	Ontario College Advanced Diploma
Minimum 1	Minimum 3 Maximum 1 Mandated	Minimum 4 Maximum 2 Mandated

4.6 General Education Criteria

All Open and Mandated General Education courses at Sheridan must meet the following criteria:

- address at least one of the General Education themes identified by the Ministry;
- involve a minimum of 42 hours of instruction and be awarded 3 credits;
- not have any formal or implied pre-requisites of knowledge;
- be non-vocational (refer to Definitions); and,
- be non-skills based (refer to Definitions).

4.7 General Education Themes

All General Education courses must address at least one of the General Education themes identified by the Ministry and as stipulated in Section 4.6 General Education Criteria. The following explanations of themes is taken directly from the Ministry's *Binding Policy Directive: Framework for Programs of Instruction (2005), Appendix C1*:

Theme 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.

Theme 2. Civic Life

- Rationale: In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national, and global level, and an awareness of international issues and the effects of these on Canada, and Canada's place in the international community.
- Content: Courses in this area should provide students with an understanding of the meaning of freedoms, rights, and participation in

community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in Canada and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents

Theme 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.

Theme 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.

Theme 5. Science And Technology

- Rationale: Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an

understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic, and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This development and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

- Content: Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology, or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing), and assorted computer-related technologies, should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.
  - o Excerpts taken from MAESD's *Binding Policy Directive: Framework for Programs of Instruction*, Appendix C1: Themes for Courses Developed to Provide General Education (p. 21-23)

5. Related Documentation/Links/Forms

[General Education Policy](#)

[Program Review Policy](#)

[Prior Learning Assessment and Recognition (PLAR) Policy](#)

[Prior Learning Assessment and Recognition (PLAR) Procedure](#)

[Credit Transfer Policy](#)

[Credit Transfer Procedure](#)

[Degree Breadth Policy](#)

[MTCU Binding Policy Directive: Framework for Programs of Instruction (rev. April 1, 2005)](#)