Business – Marketing Program Standard

The approved program standard for Business – Marketing programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 52900)

Ministry of Training, Colleges and Universities
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Introduction

This document is the Program Standard for the Business – Marketing programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 52900).

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 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 from 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 Business – Marketing 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](#).

Vocational standard

All graduates of Business – Marketing programs have achieved the [thirteen vocational learning outcomes (VLOs)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

Graduates of Business – Marketing Programs carry out marketing functions within the Canadian and global business environment. Graduates have therefore demonstrated achievement of vocational learning outcomes which relate to both business in general and marketing in particular.

Graduates of programs leading to an Ontario College Diploma in Business – Marketing are able to apply planning, assessment, analysis, and evaluation skills, to the marketing of a product or service, and its promotion, pricing and placement/distribution to support the marketing activities of an organization. Graduates are able to participate in the design of an organization's marketing plan, the integrated marketing communications plan, and contribute to the implementation of its business plan. Additionally, they will be able to use communications, research, relational and computational skills to support the marketing functions of an organization. With a growing focus on creative problem solving, innovation and entrepreneurial thinking, the marketing graduate will monitor and evaluate emerging trends and technologies, focusing on marketing results and opportunities for improvement and change.

Graduates of Business – Marketing Programs work in a broad range of employment settings in all sectors of business and industry, both domestic and global, including retailers, banks and other financial institutions, government offices, marketing consulting firms, advertising agencies, market research firms, service-based industries, sales and customer service organizations, manufacturers and distributors, non-profit organizations, self-employment, and small businesses.

There are growing opportunities for graduates to pursue further educational qualifications; through articulation agreements between the colleges and universities, under which graduates may be granted credits towards a degree Students should contact individual colleges for further details of a particular college's articulation agreements with universities. In addition, graduates may also pursue professional designations and certifications within the industry.

*[*See Glossary](#)*

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Business – Marketing (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. contribute to the development of a marketing* plan that will meet the needs or goals of a business or organization.

2. contribute to the development of an integrated marketing communication plan* of a product*, concept, good, and/or service based on an identified market need or target.

3. contribute to the development of new and/or modified marketing concepts, products*, goods, and/or services that respond to market needs.

4. contribute to the development of strategies for the efficient and effective placement/distribution of a product*, good, and/or service to respond to an evolving market.

5. contribute to the development of strategies related to pricing for a product, good and/or service.

6. analyze the viability of a concept, product*, good, and/or service in local, national or global markets.

7. participate in conducting market research to provide information needed to make marketing decisions.

8. communicate marketing information persuasively and accurately, in oral, written, graphic and interactive media formats.

9. plan, prepare and deliver a sales presentation or pitch to address the needs of the client.

10. develop strategies with clients, customers*, consumers*, co-workers, supervisors, and others to maintain and grow working relationships.

11. develop learning and development strategies to enhance professional growth in the field.

12. apply entrepreneurial strategies to identify and respond to new career opportunities that might include contract employment, and self-employment initiatives.

13. operate within a framework of organizational policies and practices, when conducting business of the organization.

See Glossary

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

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: contribute to the development of a marketing* plan that will meet the needs or goals of a business or organization.

Elements of the performance

a. Conduct an environmental scan* (e.g., SWOT [strengths, weaknesses, opportunities, threats]) and analysis of findings
b. Use research data in the preparation of a marketing* plan
c. Evaluate the marketing environment*, market segmentation, and other variables
d. Apply knowledge of customer*/client behaviour in the design of a marketing* plan or strategy
e. Analyze the impact of economic, technological, competitive, environmental, social, political, and cultural* aspects of society on marketing* initiatives
f. Select the appropriate promotion mix* for the marketing* of particular products*, concepts, goods, or services
g. Recognize that a marketing* plan should be based on an integration of product*, price, place, promotion*, process, physical environment, and people
h. Recognize the importance of supply chain management as it relates to marketing goals
i. Consider risks to the business in the marketing plan
j. Assist in the implementation of the marketing plan, its tactics and strategies
k. Assist in forecasting sales projections and reviewing results
l. Identify how a marketing* plan fits into an organization's business plan

*See Glossary

2. The graduate has reliably demonstrated the ability to: contribute to the development of an integrated marketing communication plan* of a product*, concept, good, and/or service based on an identified market need or target.

Elements of the performance

a. Select the appropriate promotional tools, methods, and elements for the marketing* of particular products*, concepts, goods, or services
b. Employ a variety of creative strategies in marketing* projects and contribute to the integration of all communications efforts
c. Use data from such areas as past sales, buying habits, consumer* preferences, competitors' products*, and market segmentation
d. Apply the concepts of content marketing * for a variety of products*, concepts, goods, to services
e. Take into account market segmentation in targeting customers
f. Incorporate evolving technologies and tools (e.g., Internet, interactive and social and electronic media) into the integrated marketing communications plan
g. Recognize the diversity of the market place and the impact of human preferences and experiences for target markets
h. Recognize the importance of brand identity, brand equity, and brand management
i. Use tools such as sponsorships, and events, in the integrated marketing communications strategies for a product or services*
j. Employ the elements of core concepts of the marketing mix- product, price, promotion, and place in the development of an integrated marketing communications plan

*See Glossary

3. The graduate has reliably demonstrated the ability to: contribute to the development of new and/or modified marketing concepts, products*, goods, and/or services that respond to market needs.

Elements of the performance

a. Identify how the nature of products*, concepts, goods, or services affects and is affected by their lifecycles*
b. Employ knowledge of segmentation in targeting customers recognizing demographics, psychographics and emerging trends
c. Recognize the impact of the changing marketing environment* including demographics and psychographics on the development of new products and services
d. Identify how new product development* and product modification affect an organization's ability to remain competitive
e. Identify research techniques and data for use in the new product development* processes
f. Assess the impact of new technology on consumers'* need for new products*, concepts, goods, and services
g. Conduct market assessments, both qualitative and quantitative, interpret relevant meaning from data, and identify market opportunities

See Glossary

4. The graduate has reliably demonstrated the ability to: contribute to the development of strategies for the efficient and effective placement/distribution of a product*, good, and/or service to respond to an evolving market.

Elements of the performance

a. Identify distribution channels*and methods for ensuring effective approaches to distribution (e.g. Just-in-Time (JIT) production processes, Total Quality Management (TQM) quality assurance processes, etc.)
b. Identify product* availability as a source of competitive advantage
c. Recognize the role of internal and external partnerships within channels of distribution
d. Identify the functions of a variety of distribution channels and the impact on setting prices
e. Apply appropriate strategies to manage ongoing logistical problems and opportunities
f. Recognize the impact of technology on distribution channels (e.g., e-commerce, web-enabled fulfilment, apps, delivery services etc.)
g. Consider the role and objectives of supply chain management and its effect on distribution, supply, and customer value and satisfaction
h. Apply techniques of human-centered design thinking to innovations in fulfilment of the customer purchase and delivery processes

*See Glossary

5. The graduate has reliably demonstrated the ability to: contribute to the development of strategies related to pricing for a product, good and/or service.

Elements of the performance

a. respond to client behavioural changes which may lead to conflict, crisis and Consider the prices of competing products*, cost analysis*, and the nature of the competitive environment when establishing a price
b. Identify supply and demand as elements in price setting
c. Use data from past sales, buying habits, consumer* preferences, competitors' products*, and market segmentation to develop pricing strategies
d. Recognize how demographics and psychographics affect pricing
e. Apply the fundamental concepts of pricing for a variety of products*, goods, or services
f. Calculate break-even points, markups, margins, discounts, and payback*as it relates to pricing
g. Recognize the interrelationship between pricing decisions and organizational objectives and goals
h. Consider legal, social, and ethical issues when setting and managing price

See Glossary

6. The graduate has reliably demonstrated the ability to: analyze the viability of a concept, product*, good, and/or service in local, national or global markets.

Elements of the performance

a. Recognize the impact of cultural* differences, political environments, technological developments, population demographics, and economic environments on marketing* initiatives and decisions
b. Apply the principles of marketing management* to issues of the various target markets
c. Participate in the calculation of key financial indicators such as market share, sales volume, profit, return on investment and pay-back
d. Compare actual results to stated marketing objectives
e. Use spreadsheet and financial calculation tools proficiently
f. Use appropriate software to record and compile financial information
g. Recognize the importance of ethical business practice, corporate social responsibility and consumer protection legislation
h. Recognize the various methods of entering markets, such as exporting, importing, licensing, joint venturing, direct investing, franchising, or management contracting
i. List potential product* adaptations to meet the needs of the various markets
j. Recognize the impact of emerging technologies on marketing* initiatives
k. Identify the impact of trade agreements and organizations as it applies to national and global markets

*See Glossary

7. The graduate has reliably demonstrated the ability to: participate in conducting market research to provide information needed to make marketing decisions.

Elements of the performance

a. Identify the decision(s) to be made
b. Identify the data* sources needed to support marketing decisions, distinguishing between primary and secondary data
c. Recognize the application and usage of qualitative and quantitative techniques
d. Use data gathering technologies, methodologies and techniques to conduct market research
e. Interpret data that will be used in the decision-making process
f. Identify appropriate courses of action based on the market research* information
g. Identify problems and opportunities to decision-makers
h. Present data findings in a variety of formats, using appropriate communications methods (written, graphic, visual etc.)
i. Recognize the risks associated with data collection, access, retrieval and storage
j. Identify the appropriate legislation affecting data use in market research activities

See Glossary

8. The graduate has reliably demonstrated the ability to: communicate marketing information persuasively and accurately, in oral, written, graphic and interactive media formats.

Elements of the performance

a. Use presentation software, where appropriate, to provide clarity and increase the impact of a presentation
b. Speak and write clearly, concisely, persuasively, and logically
c. Review accuracy of content, spelling and grammar in documents, and electronic messages before sending to the target audience
d. Apply the principles of accepted business etiquette (e.g. cultural, regional, global)
e. Use electronic communications technology such as email, voice mail, and text messaging appropriately to communicate effectively
f. Use social media tools for professional application to meet organizational needs
g. Determine the appropriate source and type of data required and develop appropriate strategies for data collection
h. Prepare and present written and oral formal and informal reports to enhance the quality of service
i. Participate in the development of graphics, such as storyboards, desktop publishing, illustrations, art work, clip art, and web sites
j. Use professional and industry specific terminology effectively
k. Recognize the role of the marketing* communications department and marketing communications within an organization
l. Participate efficiently and effectively in meetings using professional protocols
m. Apply computer skills to support a variety of functions in marketing environment
n. Prepare correspondence, reports, presentations, and other print and electronic documents for marketing using appropriate software (e.g., spread sheets, word processing, database, presentation, desktop publishing, web design, analytics)

*See Glossary

9. The graduate has reliably demonstrated the ability to: plan, prepare and deliver a sales presentation or pitch to address the needs of the client.

Elements of the performance

a. Plan, prepare and deliver a sales presentation using professional selling techniques for business-to-consumer and business-to-business settings
b. Qualify the customer for applicability of the product or service offering
c. Approach the customer in a professional manner
d. Establish professional relationships with customers which adhere to legal and ethical standards
e. Identify the customer need or problem to be met by a product or service offering
f. Present products, services and concepts which address customer needs and problems
g. Use customer information responsibly and ethically considering confidentiality, privacy and risk issues
h. Respond effectively to customer resistance
i. Use ethical sales closing techniques
j. Foster an ongoing trust-based relationship with the customer by applying the principles of customer relationship management
k. Recognize the importance of customer satisfaction management

See Glossary

10. The graduate has reliably demonstrated the ability to: develop strategies with clients, customers*, consumers*, co-workers, supervisors, and others to maintain and grow working relationships.

Elements of the performance

a. Assess consumer*, customer*, and client needs
b. Determine ways to improve the organization's ability to meet consumer*, customer*, and client needs
c. Use appropriate information technologies to maintain accurate and timely information on all clients, customers*, and consumers*
d. Recognize the importance and characteristics of excellent customer* service
e. Contribute to the development of a customer relationship management (CRM) strategy, using organizational tools to support plans and strategies
f. Communicate clearly, and persuasively with clients, customers and consumers
g. Listen effectively to respond to opportunities with customers, clients and consumers
h. Respond to concerns or problems expressed by customers, clients and members to the public with openness, and take actions to resolve or escalate within the organization
i. Communicate clearly and effectively with co-workers, supervisors, members of the organization, and professional contacts
j. Use appropriate communications style (e.g. tone, register, etiquette, etc.) to match the workplace setting and intended audience
k. Apply skills related to working effectively in groups and as a member of a team to achieve organizational goals, and resolve differences or opposing views
l. Engage in cooperative interaction with all of those involved in the design and implementation of marketing* projects
m. Conduct all business and interpersonal reactions in an ethical, responsible and legal manner
n. Recognize corporate social responsibility goals
o. Recognize that ethical frameworks will guide business actions
p. Seek out and act upon constructive feedback to enhance work performance

See Glossary

11. The graduate has reliably demonstrated the ability to: develop learning and development strategies to enhance professional growth in the field.

Elements of the performance

a. Solicit and use constructive feedback in the evaluation of knowledge and skills
b. Identify areas for ongoing learning, growth and development
c. Identify various methods of increasing professional knowledge and skills to create a professional development plan
d. Recognize the value of membership in professional associations and the importance of professional certifications and designations
e. Recognize the importance of a commitment to life-long learning
f. Engage in activities that include reflection and self-evaluation in the development of professional marketing practices
g. Present oneself using a format which best identifies skills, knowledge, attributes, and experience (e.g., resume, portfolio, interview, web page, e-portfolio)
h. Recognize opportunities to build and develop leadership skills and supervisory/management skills
i. Apply mentoring, coaching, networking, and team building learning to build professional skills
j. Remain current and up-to-date on trends and issues impacting on marketing

12. The graduate has reliably demonstrated the ability to: apply entrepreneurial strategies to identify and respond to new career opportunities that might include contract employment, and self-employment initiatives.

Elements of the performance

a. Identify a variety of career entry opportunities
b. Recognize contract employment, and self-employment initiatives, as a means of maintaining employment and career growth
c. Recognize the importance of entrepreneurial* skills for employment and career growth
d. Apply entrepreneurial concepts and skills to organizational needs
e. Develop career goals with a focus on contributing to community and society broadly
f. Use professional and personal networks for developing opportunities for employment and career growth

*See Glossary

13. The graduate has reliably demonstrated the ability to: operate within a framework of organizational policies and practices, when conducting business of the organization.

Elements of the performance

a. Identify the key components of a business plan
b. Determine if marketing* objectives are aligned with overall objectives
c. Apply appropriate sales and marketing strategies* to solve problems
d. Recognize the major forces at work in the marketing environment* and how they affect business
e. Prepare a cost/benefit analysis for all marketing* initiatives
f. Keep abreast of evolving technology and its application to marketing
g. Recognize the impact of technological changes on customer* and consumer* needs and demands
h. Apply knowledge of the application of technology to business (e.g., e-commerce, CRM, web platforms

See Glossary

Glossary

Client - the person with the motivation and means to buy a product or service for individual consumption.

Consumer – the individuals that make up the available market.

Cost analysis – the process of determining the true cost of a marketing plan or campaign, usually determined in cost per person reached or cost per sale (taken from www.fluidcommunications.biz/marketing/marketing_definitions.htm on April 22, 2004).

Cultural – the set of shared values, ideas, attitudes and other symbols that shape human behaviour.

Customer Relationship Management (CRM) - CRM is a term that refers to practices, strategies and technologies that companies use to manage and analyze customer interactions and data throughout the customer life cycle, with the goal of improving business relationships with customers, assisting in customer retention and driving sales growth.

Direct Marketing - The activity of marketing products and services by communicating directly with consumers by phone, mail, or on the internet.

Distribution Channel - the distribution channel can be a direct transaction from the marketing organization or vendor, to the consumer, or may include several interconnected intermediaries along the way such as wholesalers, distributors, agents and retailers. From www.businessdictionary.com/definition/distribution-channel.html

E-commerce – e-commerce is a type of business model, or segment of a larger business model, that enables an organization or individual to conduct business over an electronic network, typically the internet.

Entrepreneurial - entrepreneurial thinking can manifest itself in many ways, whether it is a serial starter of business ventures who has developed a range of business ideas, or the social entrepreneur using technology for ventures to empower marginalized people to be self-sustaining or profitable, or artists using their work to raise awareness of social injustice or inequality in ways that will produce a benefit.

Environment - the physical, psychological, and social surroundings.

Environmental Scan - the study of factors in the external environment that affect the ability of an organization to serve its customers, such as cultural, demographic, economic, natural, political, regulatory, and technological conditions.

Graphic - information depicted using drawings, photographs, illustrations or visual representations.

Integrated Marketing Communication Strategy - a strategy that is designed to make all aspects of marketing communications work together to achieve maximum value, and may include functions such as advertising, customer service, direct marketing and sales, promotions, and public relations.

Lifecycle -the stages of a product's sale and profits over its lifetime, consisting of development, introduction, growth, maturity and decline.

Marketing -the act of directing needs-satisfying products, goods and services from a producer to a consumer through a process of anticipating and reacting to consumer or customer needs.

Marketing Environment - external conditions affecting business and marketing goals and objectives, including economic, environmental, legal, natural, political, regulatory, societal factors and events, and technological changes.

Marketing Mix - the set of marketing variables that an organization uses to achieve the desired results.

Marketing Research - the design, collection, analysis, and communication of information related to the marketing function of an organization.

Payback - the time period to recover the initial cost of a project, without regard to the time value of money.

Primary Data - data observed or collected directly from first-hand experience. Some examples of primary source formats include: **archives and manuscript material, focus groups, **photographs, audio recordings, video recordings, films. **journals, letters and diaries. **speeches. **scrapbooks. **published books, newspapers and magazine clippings published at the time. **government publications. **oral histories and surveys.

Product -in marketing, a product is anything that can be offered to a market that might satisfy a want or need. In retailing, products are called merchandise. In manufacturing, products are bought as raw materials and sold as finished goods.

Product Development –t he development of new products and/or modifications to existing products resulting from the organization's research and development activities.

Promotion - promotions refer to the entire set of activities, which communicate the product, brand or service to the user. The idea is to make people aware, attract and induce to buy the product, in preference over others.

Promotion Mix - the Promotion mix is one of the 4 Ps of the marketing mix. It consists of public relations, advertising, sales promotion and personal selling.

ROI – Return on investment means the profit from incurring costs of an activity.

Secondary Data- secondary data refers to data that originally collected for other purposes. Common sources of secondary data for include censuses, information collected by government departments, and organizational records.

Social Marketing- social marketing has the primary aim of "social good", while in "commercial marketing" the aim is primarily financial. Social marketing seeks to develop and integrate marketing concepts with other approaches, to influence behaviors that benefit individuals and communities for the greater social good.

Social Media - social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, interests and other forms of expression via virtual communities and networks. Social media are based on interactive Web 2.0 Internet-based applications.

Essential employability skills

All graduates of the Business – Marketing program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, 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	1. execute mathematical operations accurately.
Critical Thinking & Problem Solving	• Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking	1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.

Information Management	• Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills	1. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources.
Interpersonal	• Teamwork • Relationship management • Conflict resolution • Leadership • Networking	1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. 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	1. manage the use of time and other resources to complete projects. 2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Business – Marketing program must have met the [general education requirement](#) described below, 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 Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

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.

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.

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.

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.

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.

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