



Business – International Business Program Standard

The approved program standard for
Business – International Business program
of instruction leading to an Ontario College
Diploma delivered by Ontario Colleges of
Applied Arts and Technology (MTCU
funding code 50202)

Permission to Reproduce

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

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

Conditions:

1. Every reproduction must be marked “©2012, Queen’s Printer for Ontario” at the beginning of the document or any part of it that is reproduced.
2. No other uses may be made of the document.
3. The document may not be reproduced for sale.
4. The Ministry may revoke the permission to reproduce at any time.

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

Ministry of Training, Colleges and Universities
Programs Branch, Program Standards and Evaluation Unit

psu@ontario.ca

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

©2012, Queen’s Printer for Ontario

ISBN 978-1-4606-0356-7 (PDF)

Ce document est disponible en français.

Acknowledgements

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

- all individuals and organizations who participated in the consultations;
- the coordinators of Business – International Business Programs for their assistance throughout the project, the project officer who led the development of the vocational standard, Francine Roach, seconded faculty member from Algonquin College, and Louise Campagna from La Cité collégiale.

Table of Contents

I. Introduction	1
Development of System-Wide Program Standards.....	1
Program Standards	1
The Expression of Program Standards as Vocational Learning Outcomes	2
The Presentation of the Vocational Learning Outcomes	2
The Development of a Program Standard	2
Updating the Program Standard	3
II. Vocational Standard	4
Preamble.....	4
Synopsis of the Vocational Learning Outcomes	5
The Vocational Learning Outcomes.....	6
Glossary.....	18
III. Essential Employability Skills.....	19
Context.....	19
Skill Categories	19
Application and Implementation.....	19
IV. General Education Requirement.....	22
Requirement.....	22
Purpose.....	22
Themes	23

I. Introduction

This document is the Program Standard for the Business – International Business program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 50202).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities has responsibility for the development, review, and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

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

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

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

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

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Business – International Business 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](#).

II. Vocational Standard

All graduates of the Business – International Business programs have achieved the twelve (12) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.

Preamble

International trade and investment are critical to the Canadian economy. As a result, Canadian businesses are increasingly getting involved in integrative trade* initiatives that take place across time zones, languages, cultures and currencies. Graduates of the Business - International Business programs acquire specialized knowledge and skills in international business allowing them to carry out international business functions in today's global marketplace. Graduates have therefore demonstrated achievement of vocational learning outcomes which relate to both business in general and international business in particular.

Upon successful completion of the Business - International Business program graduates are prepared to carry out a variety of business functions in the global marketplace. Graduates are prepared to assume entry-level positions in sales, risk management, marketing, business planning, compliance and research. They are able to apply communication, networking and teamwork skills to support integrative trade* initiatives. They are comfortable with new technologies and understand the importance of integrating them with an organization's overall mission and objectives. They can prepare the documents and follow procedures to support the movement of products and services across international borders. They can select and implement strategies to deal with cultural differences. They understand how business success at the international level is linked to strong corporate sustainability and corporate social responsibility initiatives.

Graduates of Business - International Business programs are employed in a broad range of private and public international business environments, including private organizations, government departments and agencies, regulatory bodies, professional organizations and international non-government organizations (NGOs). They are employed in many areas, including customs brokerage, manufacturing, goods and service exporting and importing, distribution and logistics, supply chain* management, compliance, purchasing and procurement, freight forwarding, international trade development, international research, international sales and marketing and international finance administration.

There are opportunities for graduates to pursue further educational or professional qualifications, and degree completion. They may also complete an additional year of study to achieve the Ontario College Advanced Diploma in Business Administration - International Business. Graduates should contact their individual colleges for further details.

Synopsis of the Vocational Learning Outcomes

Business – International Business (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

- 1. conduct an environmental scan* to outline and analyze the impact of world issues on an organization’s international business opportunities.**
- 2. contribute to market research to support an organization’s international business decision-making.**
- 3. prepare documentation and follow procedures to support the movement of products and services in the organization’s global supply chain*.**
- 4. identify statutory and regulatory compliance issues related to an organization’s integrative trade* initiatives.**
- 5. select and contribute to the implementation of strategies to address the impact of cultural differences on an organization’s integrative trade* initiatives.**
- 6. contribute to the development of an international marketing plan to support an organization’s integrative trade* initiatives.**
- 7. identify and interpret relevant international financial documents and identify financial strategies that support an organization’s integrative trade* initiatives.**
- 8. outline the components of an international business plan and assess how it impacts an organization’s priorities.**
- 9. contribute to the planning, implementation and evaluation of team projects using organizational skills.**
- 10. apply principles of corporate sustainability, corporate social responsibility and ethics to an organization’s integrative trade* initiatives.**
- 11. apply current technologies to support an organization’s integrative trade* initiatives.**
- 12. develop and present a plan for ongoing personal and professional development to enhance work performance within the international business field.**

**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*
conduct an environmental scan* to outline and analyze the impact of world issues on an organization's international business opportunities.

Elements of the Performance

- identify the components of an environmental scan*
- analyze the impact of globalization on Canadian business
- discuss the importance of developing trading partners
- analyze the impact of current and historical political changes and trends on an organization's international business opportunities
- outline the role Canadian and international institutions play in supporting or facilitating international business opportunities
- analyze the impact of relevant geographical and cultural factors on international business opportunities (e.g., location, time zones, religion, customs and languages spoken)
- analyze the impact of relevant economic factors on international business opportunities (e.g., fiscal and monetary policies, population dynamics, emerging markets, growing influence of developing nations, political and economic instability, inflation, fluctuating currencies, protectionism, growth of outsourcing and regional trading blocs)
- analyze the impact of relevant environmental and ethical issues on international business opportunities (e.g., increased demand for natural resources, corporate social responsibility, climate change, sustainability and corruption at the business and political levels)
- analyze the impact of relevant legal issues on international business opportunities (e.g., contracts, human rights, employment practices, business ownership, regulatory barriers and intellectual property)
- analyze the impact of relevant major international trade agreements on international business opportunities (e.g., North American Free Trade Agreement (NAFTA), European Union (EU), Association of Southeast Asian Nations (ASEAN), the Common Market for Eastern and Southern Africa (COMESA) and the Common Market of the South (MERCOSUR))
- analyze the impact of relevant existing and emerging technologies* on international business opportunities (e.g., social media, the Internet, e-commerce, wireless technologies and real time logistics)

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

contribute to market research to support an organization's international business decision-making.

Elements of the Performance

- apply the appropriate method of data collection
- participate in market research activities (e.g., research relating to market size, names and background of buyers, competitive intelligence, and access conditions and technical standards applying to the product in a market)
- collect, process and interpret relevant data
- research and interpret data objectively while maintaining an unbiased and balanced perspective
- organize and present research findings in a professional, cohesive, coherent and succinct manner using oral, written and graphic form
- recommend courses of action based on research findings

3. *The graduate has reliably demonstrated the ability to* **prepare documentation and follow procedures to support the movement of products and services in the organization's global supply chain***.

Elements of the Performance

- prepare the trade documents necessary for importing and exporting (e.g., commercial documents, transport documents, certificates and official documents and Canada Customs documents)
- identify and apply international commercial terms (Incoterms) to the transfer of rights and responsibilities during the transfer of goods from seller to buyer
- comply with legislative requirements that may affect the movement of products and services across domestic and international boundaries (e.g., trade agreements, rules of origin)
- identify and apply relevant quality control and assurance programs that support an organization's global supply chain* (e.g., International Organization for Standardization (ISO) series systems)
- apply the internationally approved Harmonized System (HS) of classification when dealing with tariffs
- identify and contribute to the implementation of an organization's logistics plan (e.g., sourcing and production planning, inventory management, order processing, shipping and transportation and customer service)
- identify and recognize the roles and value of outside service providers to an organization's supply chain* strategy (e.g., freight forwarders, trading houses, transport specialists, customs offices, financial institutions and insurance companies)
- discuss strategies to manage risks associated with an organization's global supply chain* (e.g., time delays associated with shipping modalities and document processing)
- outline the value of negotiating with relevant parties to develop strategic alliances and partnerships to support an organization's global supply chain*
- identify strategies to access domestic and foreign government programs and agencies to support an organization's integrative trade* activities
- identify the impact of relevant national and international trade organizations on the organization's global supply chain* (e.g., government/departments/agencies/corporations, World Trade Organization (WTO) and International Chambers of Commerce)

*See Glossary

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

identify statutory and regulatory compliance issues related to an organization's integrative trade* initiatives.

Elements of the Performance

- identify various regulatory global environments
- outline the impact of international trade and investment regulations on the success of businesses operating in international markets
- outline how the burden of compliance affects an organization's operations
- identify the spectrum of international trade and investment regulations impacting an organization's activities within global markets
- identify strategies to manage risks associated with statutory and regulatory compliance

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

select and contribute to the implementation of strategies to address the impact of cultural differences on an organization's integrative trade* initiatives.

Elements of the Performance

- assess the impact of cultural differences on business operations and practices
- identify strategies to deal with differences relating to cultural etiquette, business protocols, ethical standards and legal practices (e.g., importance of contracts)
- identify and assess strategies to address cross-cultural market variables (e.g., religion, environment, education and politics)
- develop strategies to build personal relationships with potential international clients
- develop effective cross-cultural communication strategies
- identify issues, risks and limitations related to communications through interpreters
- identify issues, risks and limitations associated with conducting business in a language in which you are not proficient
- identify the advantages of having a multilingual and culturally diverse workforce when developing international business opportunities

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

contribute to the development of an international marketing plan to support an organization's integrative trade* initiatives.

Elements of the Performance

- contribute to target market analysis
- identify the marketing environment and the roles of product, price, place and promotion
- identify and differentiate among market entry strategies when preparing an international marketing plan
- apply key pricing elements and strategies to marketing activities
- research and summarize information to support sales and promotion strategies (e.g., trade shows, trade missions, marketing initiatives)
- identify the impact of global economic considerations on an international marketing plan
- identify risks associated with an international marketing plan
- identify the impact of market variables on an international marketing plan (e.g., culture, religion, environment, education and politics)
- identify and assess a range of appropriate resources for sourcing and marketing goods
- contribute to establishing a set of realistic marketing objectives the international marketing plan is designed to achieve
- outline the importance of using networking and entrepreneurial skills to develop business opportunities within global markets

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

identify and interpret relevant international financial documents and identify financial strategies that support an organization's integrative trade* initiatives.

Elements of the Performance

- identify and assess the impact of international banking organizations and monetary systems on an organization's integrative trade* initiatives
- identify sources of financing for integrative trade* initiatives
- identify cash-flow strategies
- interpret international payment instruments and identify options that support the organisation's strategies (e.g., letters of credit, deferred payment plans and performance bonds)
- identify financial risk management strategies
- identify foreign exchange strategies that help to protect the organization from fluctuating currencies
- identify and prepare documentation in support of an organization's transfer pricing strategy
- apply mathematical operations to support a basic business case quantification (e.g., net present value (NPV), internal rate of return (IRR), return on investment (ROI) and profitability index (PI))

**See Glossary*

8. *The graduate has reliably demonstrated the ability to*
outline the components of an international business plan and assess how it impacts an organization's priorities.

Elements of the Performance

- outline the key parts and elements of an international business plan
- outline resources that may be required to implement an international business plan (e.g., financial, human resources, facilities and production)
- assess the impact of an international business plan on organizational priorities and strategies
- outline challenges to implementing an international business plan

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

contribute to the planning, implementation and evaluation of team projects using organizational skills.

Elements of the Performance

- contribute to the planning, sequencing and scheduling of steps involved in a project
- contribute to the preparation and evaluation of various elements of estimates (e.g., costs, time, resource requirements and risk)
- contribute to the achievement of project goals and objectives while honouring constraints such as time, budget and scope of the project
- contribute to the development of strategies to deal effectively with issues affecting members of a global team (e.g., different time zones, 24-hour trading, different cultures and different working conditions)
- contribute to the monitoring of resources and expenditures to increase cost effectiveness and meet expected timelines
- contribute to the maintenance of current, clear and accurate project-related documents, which adhere to organizational requirements
- contribute to the sourcing of information by making effective use of networking contacts and internal structures within the international business organization
- use interpersonal skills adapted to the cultural diversity of the group to achieve project outcomes
- contribute to a team project or group decision-making process by applying group dynamics, conflict resolution and negotiation techniques
- outline steps that assess the success of a project

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

apply principles of corporate sustainability, corporate social responsibility and ethics to an organization's integrative trade* initiatives.

Elements of the Performance

- discuss the need to effectively integrate corporate sustainability and social responsibility principles and practices in the decision-making process to the mutual benefit of all stakeholders and the environment
- identify and assess the impact of ethical dilemmas related to an international business venture (e.g., bribery and corruption)
- discuss best practices for sustainability (e.g., International Organization for Standardization (ISO) 14000)
- adhere to corporate sustainability and corporate social responsibility policies and practices
- use ethical principles to make sound business decisions
- outline how long-term business success at the international level is linked to strong corporate sustainability and corporate social responsibility initiatives

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

apply current technologies to support an organization's integrative trade* initiatives.

Elements of the Performance

- identify and assess the need to integrate current and emerging technologies* into an organization's overall mission and objectives (e.g., different models of e-business)
- use current technologies to produce international business reports and documents
- use current technologies to support an organization's international financial activities
- use current technologies for supply chain* management, logistics and deliveries
- use current technologies to engage in cross-cultural communications and negotiations
- use current technologies to plan, schedule and hold meetings in a global workplace
- use current technologies to develop effective presentations to support the organization's marketing plan and business development opportunities
- outline and assess the use of current and emerging technologies* to support an organization's overall business strategy (e.g., social media, e-commerce, digital marketing, digital financing, wireless technologies and real time logistics)
- identify the strategic importance, safeguards and risks associated with the use of current and emerging technologies* (e.g., security of information and technological limitations)
- identify potential ramifications of using information acquired by digital means for business publications and initiatives without proper recognition and/or authorization (e.g., copyright, intellectual property issues and plagiarism)
- outline how business management software can improve the operational efficiency and productivity of international business processes (e.g., Enterprise Resource Planning Software)
- use current technologies to perform market research to support integrative trade* initiatives

**See Glossary*

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

develop and present a plan for ongoing personal and professional development to enhance work performance within the international business field.

Elements of the Performance

- develop a plan to keep pace with, and adapt to changing workforce demands and trends, as well as technological advances in the international business field
- identify training courses, workshops and programs to enhance employment opportunities in the international business field
- develop a plan that includes learning strategies and activities to improve one's skill level and to expand one's skill base
- identify the roles of professional organizations and the advantages of pursuing certification
- develop and present a plan for building a professional network and for participating in international business professional associations and activities
- develop strategies to manage stress related to working in the international business field (e.g., contingencies associated with international travel, risks associated with international travel, risks associated with working in a foreign country and stress of living in a foreign country)

Glossary

Emerging technologies: Technologies that are not yet standard but that are likely to be adopted in the near term. The expectation is that an emerging technology will come into standard usage when the application of the technology matures.

Environmental scan: A complete assessment of the organization's current environment. It involves the acquisition of data and use of information about events, trends and relationships in an organization's environment to assist decision-makers with their organizational and strategic plans. The environmental scan includes the assessment of many elements, including but not limited to, demographic, economic, social, political, cultural, legal and technological influences.

Integrative trade: A complex global system in which goods, services and services related to goods are traded across many borders many times along global value chains*, powered by larger amounts of foreign and direct investment. (FITT, *Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability*, 2011, page 10)

Value chain: Describes the full range of activities that firms and workers do to bring a product from its conception to its end use and beyond. This includes activities such as design, production, marketing, distribution and support to the final consumer. The activities of a value chain can be contained within a single firm or divided among different firms. (FITT, *Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability*, 2011, page 73)

Supply chain: A system of organizations, people, technology, activities, information and resources involved in moving a product or service from supplier to customer. It is one component of a value chain*. (FITT, *Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability*, 2011, page 73)

III. Essential Employability Skills

All graduates of the Business – International Business program of instruction have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories, and learning outcomes to be

achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. <i>The graduate has reliably demonstrated the ability to:</i>
COMMUNICATION	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i> 2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 3. <i>execute mathematical operations accurately.</i>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analysing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 4. <i>apply a systematic approach to solve problems.</i> 5. <i>use a variety of thinking skills to anticipate and solve problems.</i>

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<p>6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i></p> <p>7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i></p>
INTERPERSONAL	<ul style="list-style-type: none"> • Team work • Relationship management • Conflict resolution • Leadership • Networking 	<p>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p>
PERSONAL	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions, and consequences.</i></p>

IV. General Education Requirement

All graduates of the Business – International Business program have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister’s Binding Policy Directive *Framework for Programs of Instruction*).

For certificate programs: While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or on Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

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 student’s essential employability skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

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

1. Arts in Society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national, and global level, and an awareness of international issues and the effects of these on Canada, 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.

3. Social and Cultural Understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic, or linguistic characteristics.

4. Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually, and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic, and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This 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.