

# **Ontario College Agreement**

## **Regarding**

### **Student Transfer Within Business Diploma Programs**

**(Ministry of Training, Colleges and Universities Diploma Program Codes 50200 and 60200)**

#### **1. Introduction, Purpose and Context:**

While many colleges offer business programs, the system does not consistently offer seamless transfer for students among programs. In early 2010, the Ontario college Heads of Business (HoB) applied for ONCAT grant for the development of a province-wide transfer agreement in Business. From findings related to that process, more transfer agreements were undertaken. This is the resulting transfer agreement which focuses on the following college diploma programs:

- i. the Ontario College Diploma in Business program (MTCU funding code 50200) and
- ii. the Ontario College Advanced Diploma in Business Administration program (MTCU funding code 60200).

The **Ontario College “Heads of Business” Transfer Agreement in Business** is intended to define the conditions and processes whereby students can seamlessly transfer

- i. FROM the successful completion of year one of either Business program 50200 or 60200 TO the second year of the same program at another Ontario college, and
- ii. FROM successful completion of Business diploma program 50200 OR the second year Business Administration diploma program 60200 TO the 3rd year of Business Administration program 60200 in another Ontario college.
- iii. Ultimately, transfer could lead to admission into a college Business baccalaureate.

Fully qualified transfer students are expected to be able to complete their diploma studies in the same number of semesters as they would have had they not transferred.

#### **2. Participation in the Agreement:**

2.1 All Ontario CAAT colleges are invited to participate in this transfer agreement BUT programs to be considered for transfer:

- i. Must conform (and continue to conform) to the relevant MTCU program standards.
- ii. Previously non-complying college programs are eligible to participate in this agreement once they meet the requirements.
- iii. Colleges wishing to participate in the Diploma-to-Baccalaureate Transfer will agree to additional stipulations contained in that specific agreement
- iv. Participants in this agreement are listed in Appendix A

#### **3. Business Transfer Steering Committee:**

3.1 Reporting to the Heads of Business (HoB), and answerable to the College Committee of Vice Presidents Academic (CCVPA), this transfer agreement will be subject to monitoring by a Business Transfer Steering Committee (Steering Committee). At the outset, the Steering Committee will include one registrar representative appointed by the Registrars Committee. The Steering Committee’s mandate is:

- i. to annually collect and review measurement data on the effectiveness of the transfer process and report to the HoB,
- ii. to maintain confidentiality of personal and individual college information,
- iii. to receive and deal with concerns within its mandate,
- iv. to propose academic improvements to the HoB, pursue admission, information and data collection issues to the Registrars Committee and route other concerns to the responsible individuals or groups,
- v. to prepare the end-of-contract-term summative report for the HoB and the CCVPA, and
- vi. At the end of the first term of the agreement, to recommend continuation, adjustment or retirement of the agreement and of the Committee.

3.2 It is understood that the Steering Committee will assume oversight responsibilities within its mandate for additional

business transfer initiatives as they are implemented. In this context, they will recommend adjustment to the committee's membership, mandate, scope and continuation as needed.

3.3 The Steering Committee will promptly address any urgent concerns within its mandate. Critical issues requiring ongoing monitoring include any non-compliance with the established program requirements, concerns expressed by the professional organizations or any changes to the external rules governing college programs.

3.4 The Steering Committee will table with the HoB an Annual Progress Report on the transfer program. Any significant problems that fall within the mandate of the Steering Committee, the HoB or its members will be addressed in a timely fashion: those beyond their mandate will be forwarded to those responsible for appropriate action. Issues related to application, admission, and information will be forwarded through the registrar representative to the provincial college Registrars Committee.

3.5 At the end of the initial seven year term, a Summative Report will be tabled by the Steering Committee recommending any further changes in the overall transfer agreement and its renewal. This report will be finalized in consultation with the HoB and subsequently forwarded to the Provincial college CCVPA and the Registrar's Group.

#### **4. Term of the Initial Agreement:**

4.1 The initial term of this agreement is seven years.

4.2 Colleges offering programs in business may adjust the conditions for transfer to reflect external changes in standards or professional accreditation or certification requirements. The timetable for implementing these changes will conform to those required by the accrediting organization.

4.3 Individual colleges may withdraw from the agreement with the following conditions:

- i. that the decision is implemented after all public student information sources are adjusted accordingly,
- ii. that students currently registered in the diploma "baccalaureate transfer stream" OR transfer students currently registered in a college Diploma or Degree program can complete their program of study, and
- iii. external regulations permitting, degree programs will continue to accept transfers for an additional two years.

4.4 At the end of the initial seven year term, a summative report will be tabled by the Steering Committee recommending any further changes in the overall transfer agreement and its renewal.

4.5 In the unlikely event that the agreement is terminated at the end of the initial term, qualifying students enrolled in the Ontario College 50200 and 60200 Business diploma programs, and taking the 'transfer stream' or 'transfer prerequisite courses', will continue to be eligible for baccalaureate transfer for a minimum of an additional two years.

#### **5. The Conditions Governing Transfer:**

5.1 Qualifying transfer students will carry forward to their new institution an agreed number of academic credits: termed a 'block credit transfer' which will include specific credits and exemptions. When necessary, the block will be updated based on a gap analysis methodology that compares related diploma competencies reflected in the provincial program standards.

5.2 Grade equivalencies are addressed by this agreement as follows:

- i. All colleges that are signatory to this agreement will accept the course "pass" designation for all others regardless of specific grade earned,
- ii. Wherever specific grades or Grade Point Averages (GPAs) are required, the grade given by the 'originating college' will be accepted,
- iii. Transfer credit for courses will typically be recorded on the 'receiving college' transcript in terminology such as "transfer credit" or "exemption" rather than a grade, and
- iv. Whenever transfer students pursue professional certification and they require final grade evidence of completion of a professional course requirement from another college, they must obtain transcript evidence of grades from the college at which the course was taken.

5.3 To qualify for transfer FROM the first year of Ontario College Diploma 50200 OR 60200 TO the second year of the same programs offered by another college, an applicant must:

- i. complete the first year of the 50200 OR 60200 diploma program that complies with the applicable MTCU Standards,
- ii. complete the first year course/learning requirements summarized in Appendix C, and
- iii. meet any other admissions requirements of the college being applied to.

5.4 To qualify for transfer FROM the second year of a 60200 diploma program OR after completion of the 50200 diploma

program TO the third year of the 60200 diploma program at another college, an applicant must:

- i. have successfully completed a 50200 diploma program or the first two years of a 60200 diploma program that complies with the applicable MTCU Standards,
- ii. complete the first and second year course/learning requirements summarized in Appendix C, and
- iii. meet any other admissions requirements of the college being applied to.

5.5 The required sequencing of first and second year courses in Business and Business Administration is summarized in Appendix C.

5.6 Transfer students may be required to complete additional courses wherever:

- i. they lack any component of the MTCU program standard,
- ii. they have not completed one or more Business course requirements with the required grade, and/or
- iii. their academic performance demonstrates that they have not mastered required skills.

5.7 Student application will be through the Ontario College Application System and must conform to the published time lines.

5.8 Admissions will be subject to the processes of the college being applied to. Where application numbers exceed the capacity of any college, additional selection and approval requirements may apply.

5.9 Regardless of the level at which a student was originally admitted into the diploma program and/or the admission standard at the time, students will be accepted for transfer based on their successful completion of the required Business Diploma program of study expected at the point of transfer.

5.10 Each transfer student will complete the process in seven years to comply with typical professional association requirements, many colleges' policies on the life of an academic credit, and to accommodate mature students studying on a part-time basis.

5.11 Diploma students planning to transfer to business baccalaureate study should refer to the relevant agreement for additional requirements.

## **6. Marketing Communications:**

6.1 All external promotion of the transfer agreement will be clear, comprehensive and accurate and include:

- i. an explanation of the transfer opportunities and their limitations,
- ii. a statement of requirements, conditions, and qualifications,
- iii. a clear summary of the application process, and
- iv. reliable student advising and information sources. (Appendix B)

6.2 The transfer opportunities offered under this agreement will be communicated through the Ontario College Application Service, the participating colleges and any future "student transfer information portal" that may be developed.

6.3 Recruitment and website literature will present and profile this transfer opportunity as one that applies to qualifying students across the Ontario college system stating any exceptions.

6.4 Future changes in accreditation and/or certification requirements may demand changes in transfer provisions, curriculum, and/or admission-to-practice conditions. The implementation of these changes will typically conform to the professional associations' or accreditation agencies' timetable which is beyond the control of the colleges.

6.5 Any changes in the conditions governing this transfer agreement will be communicated in a timely fashion to Heads of Business, Registrars, OCAS and student information website managers for the purpose of ensuring the currency of information.

## **7. Data Collecting and Annual Reporting:**

7.1 An annual report containing key success measures will be prepared for, reviewed by and reported through the Business Transfer Steering Committee for the purpose of:

- i. the early identification and correction of any confusion or problems in the overall agreement and its administration,
- ii. the early identification of any significant problems with student preparation and the timely and confidential communication of those too the originating college,
- iii. the provision of data to support ongoing professional associations' and accrediting agencies' recognition, and
- iv. academic planning.

7.2 Without limiting any future reporting requirements of the CCVPA, CoP, related government agencies or MTCU,

relevant data and reports containing only system aggregate data will be shared with the Business Transfer Steering Committee, the Heads of Business, the Committee of Registrars and with the college signatories to the agreement.

7.3 At minimum, the following reports will be prepared by each college's registrar:

- i. A report of the application, registration and graduation data for transfer students provided in chart form by program, semester, originating and receiving college, will be made available to the Steering Committee,
- ii. A report on the GPA of transferring students by program, semester and receiving college, will be made available to the Steering Committee,
- iii. Reports on the GPA of transferring students by program, semester and originating and receiving college will be made available confidentially to only the authorized representatives of the originating college.

7.4 Additionally, the college Schools of Business and their registrars will collect information and report to the Steering Committee on:

- i. transfer student satisfaction and
- ii. any problems with the transfer process.

7.5 To deal in a timely fashion with critical issues that may emerge during the life of the agreement, the Steering Committee may be requested to provide, or require additional information.

7.6 As the college system pursues other transfer protocols, they will presumably share common tracking and reporting requirements. From the perspective of college system efficiency, transfer student tracking information and reports should be common across the province and supported by standard systems.

## **8. Confidentiality:**

8.1 The student information provided by each college will be kept confidential within each college's policies governing the privacy of information.

8.2 Disaggregated data reflecting the baccalaureate performance of graduates of one college or college program will be shared confidentially with only the authorized representative of the originating college.

## **9. Summative Evaluation After the First Term of the Agreement:**

9.1 The transfer agreement will be subject to summative evaluation at the end of the initial term and prior to renewal. The first term is seven years from the formal approval by all participants.

9.2 The summative review will consider the effectiveness of the agreement specifically assessed by:

- i. the participation levels,
- ii. the rate of approval of transfer applicants,
- iii. the success rates of transferring students,
- iv. the financial viability of the transfer initiative from both the student's and college's perspective,
- v. perceptions of the process expressed by transfer students,
- vi. unresolved concerns expressed by accreditation bodies or the relevant professional associations,
- vii. other relevant input from participating colleges, and
- viii. any broad policy concerns from the Ministry, CoP, the CCVPA, Committee of Registrars, etc.

9.3 The process governing the renewal of this agreement will allow for:

- i. feedback from the applicable professional organizations and accrediting agencies,
- ii. each college to approve their participation in the agreement,
- iii. input from the Heads of Business regarding any overall concerns they may have,
- iv. input from the CCVPA regarding any system-wide academic concerns,
- v. any other concerns from the registrars, OCAS, and other related committees or agencies and
- vi. policy advice from MTCU.

## Appendix A: LIST OF PARTICIPANTS IN THE AGREEMENT

COLLEGE	APPROVED BY <i>(name, signature &amp; title)</i>	DATE OF APPROVAL
Algonquin	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Collège Boréal	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Cambrian	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Canadore	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Centennial	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Conestoga	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Confederation	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	

Durham	Name:..... Signature:..... Title:.....	
Fanshawe	Name:..... Signature:..... Title:.....	
Fleming	Name:..... Signature:..... Title:.....	
George Brown	Name:..... Signature:..... Title:.....	
Georgian	Name:..... Signature:..... Title:.....	
Humber	Name:..... Signature:..... Title:.....	
La Cité collégiale	Name:..... Signature:..... Title:.....	
Lambton	Name:..... Signature:..... Title:.....	

Loyalist	Name:..... Signature:..... Title:.....	
Mohawk	Name:..... Signature:..... Title:.....	
Niagara	Name:..... Signature:..... Title:.....	
Northern	Name:..... Signature:..... Title:.....	
St. Clair	Name:..... Signature:..... Title:.....	
St. Lawrence	Name:..... Signature:..... Title:.....	
Sault	Name:..... Signature:..... Title:.....	
Seneca	Name:..... Signature:..... Title:.....	

Sheridan	<i>Name:</i> ..... <i>Signature:</i> ..... <i>Title:</i> .....	
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## Appendix B: COMMUNICATIONS STATEMENT

### INTERCOLLEGE BUSINESS DIPLOMA TRANSFER:

The colleges cooperating in this transfer agreement have organized the Business (2 year – MTCU Code 50200) and Business Administration (3 year – MTCU Code 60200) Diploma programs curriculum so that students can transfer to another college and complete their diploma in the typical time. To qualify for transfer under this agreement, diploma students must:

- a) be registered in a Business program that complies with the applicable MTCU standards
- b) have successfully completed the required courses and learning outcomes for the year prior to transfer (see following chart), and
- c) meet any other admissions requirements of the college being applied to.

Applicants wishing to transfer are advised to:

- a) ensure that their program of study meets the professional and MTCU course requirements and sequencing stated in the chart below,
- b) contact the Registrar's office of the college to which they plan to transfer to obtain specific advice on the application process, deadlines, etc.

Students considering transfer to a college or university Business Baccalaureate program are advised to consult the COLLEGE DIPLOMA TO BUSINESS BACCALAUREATE TRANSFER information for specific requirements that will optimize success, maximize their professional options and minimize their time to degree completion.

## Appendix C: SEQUENCING OF DIPLOMA COURSES IN BUSINESS (see next page for additional notes)

Typical College Business Diploma Courses – general two-year and three-year Business and Business Administration programs	For Students Planning to Continue 2 <sup>nd</sup> Yr. Diploma Studies at Another College	For Students Planning to Continue 3 <sup>rd</sup> Yr Diploma Studies at another College	TRANSFER PREREQUISITES FOR BUSINESS ADMINISTRATION DIPLOMA GRADUATES INTO BUSINESS DEGREE PROGRAMS OFFERED BY COLLABORATING ONTARIO UNIVERSITIES <sup>1</sup>
	Course Completion by End of the first year of the 2 yr Business or 3 yr Business Admin. Diploma Program	Course Completion by End of Second Year of the 2 yr. Business or 3 yr. Business Administration Diploma Program	
<b>Accounting</b>			
Introductory	YES		
Financial Accounting			YES
Management Accounting		YES	YES
<b>Communications</b>			
Business Writing		YES	
Effective Communications	YES		
<b>Computers</b>			
Business Computer Applications	YES		
<b>Economics</b>			
Microeconomics		YES	YES
Macaoeconomics		(recommended have one economics)	YES
<b>Math</b>			
Business Math <sup>2</sup>	YES		YES
<b>Marketing</b>			
Introductory	YES		
Customer Relations		YES	
Operations		YES	
Human Resources Management		YES	
Business Law		YES	YES
Organizational Behaviour		YES	YES
Statistics			YES
Ethics			YES
GENED		YES	

<sup>1</sup> Per Transfer Agreement Business Administration College to University being finalized as of February, 2013

<sup>2</sup> If school only offers Math of Finance, it should be indicated that is the math course they will include if participating in this agreement

## Notes for Appendix C

Students who have studied at a French language college who transfer to an English language college (and vice versa) may require additional communications courses as outcomes are language-specific.

## **Appendix D: ADDITIONAL REPORTING REQUIREMENTS**

Additional reporting requirements may apply as systems are put in place to track the effectiveness of provincial, national and international transfer pathways.

## Appendix E

### MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration (MTCU code 60200) - The Vocational Learning Outcomes

**1. *The graduate has reliably demonstrated the ability to communicate business-related information persuasively and accurately in oral, written, and graphic formats.***

#### Elements of the Performance

- Present and defend ideas to promote the successful operation of an enterprise
- Write and speak clearly, concisely, and logically
- Use presentation technology, where appropriate, to improve the clarity and impact of a presentation
- Prepare oral and written reports in an appropriate manner
- Use E-mail and other electronic media appropriately to communicate effectively
- Communicate information in a manner appropriate to the content and the audience
- Use business terminology appropriately
- Participate effectively in meetings
- Develop negotiation strategies to achieve mutually beneficial results

**2. *The graduate has reliably demonstrated the ability to work in a manner consistent with law and professional standards, practices, and protocols.***

#### Elements of the Performance

- Approach situations with reliability, flexibility, tact, and good judgment
- Conduct oneself in accordance with accepted ethical standards in business situations
- Participate appropriately in meetings
- Take into account the impact of mishandling confidential information
- Use appropriate methods for handling confidential information in the business environment
- Recognize the impact of personal image on the image of an organization
- Conduct business in accordance with public policy
- Take into account the potential legal liability for the individual and organization
- Discuss the effects on business operations of a number of significant factors such as legal issues and ethical issues (e.g., human rights, health and safety, employment standards, confidentiality of information)
- Take into account the need for seeking legal advice when appropriate

**3. *The graduate has reliably demonstrated the ability to develop customer-service strategies to meet the needs of internal and external customers.***

#### Elements of the Performance

- Resolve customer complaints fairly, promptly, and effectively
- Use effective solutions to meet customer-service needs
- Recognize how each individual within an organization affects the client group, both internal and external
- Ensure commitments made to customers can be met
- Use a customer-centred approach when developing business strategies
- Take into account the demands of "just in time" delivery systems
- Take into account the role of quality control and quality assurance procedures, systems, and standards in satisfying customer needs

**4. The graduate has reliably demonstrated the ability to develop strategies to creatively organize, lead, and assume the risks of an organization.**

Elements of the Performance

- Prepare a cost/benefit analysis for all initiatives
- Apply entrepreneurial skills and characteristics such as risk taking, resourcefulness, contingency planning, and the development of innovative solutions
- Develop innovative marketing strategies
- Identify the business advantages of corporate social responsibility
- Conduct all business in an ethical, responsible, and legal manner
- Recommend appropriate strategies to solve business-related problems
- Take into account the forces at work in the economy and their effects on business

**5. The graduate has reliably demonstrated the ability to apply knowledge of the human resources function to the management of an organization.**

Elements of the Performance

- Recognize the role of the human resources function in the strategic business plan of an organization
- Identify the changing role of human resources in policy formulation and future planning
- Take into account the role of human resources to provide support to all functional areas of a business or organization
- Plan and forecast human resource needs
- Apply principles of human resources related to recruitment, selection, hiring, dismissal, compensation, and benefits
- Develop plans for orientation and training programs
- Comply with current human rights and employment legislation

**6. The graduate has reliably demonstrated the ability to apply knowledge of the marketing function to the management of an organization.**

Elements of the Performance

- Assess a marketing situation and develop appropriate recommendations
- Consider the marketing environment, market segmentation, and the roles of product, price, place, and promotion
- Apply the fundamental concepts of marketing for a variety of products or services
- Apply knowledge of client behaviour in the design of a marketing plan or strategy
- Take into account the impact of economic, technological, competitive, environmental, social, political, and cultural aspects of society on marketing initiatives
- Demonstrate knowledge of Canadian market segments
- Participate in the development of an environmental scan
- Select the appropriate medium or media for the marketing of a particular product or service
- Participate in the development of a customer satisfaction survey

**7. The graduate has reliably demonstrated the ability to apply accounting and financial knowledge to the management of an organization.**

Elements of the Performance

- Assess a firm's performance by analyzing its financial statements
- Assess the financial environment within which a business enterprise functions
- Apply financial concepts, including risk-return relationship and determination of the firm's value, to financial management issues
- Use appropriate mathematical operations (e.g., percentages, compound interest, cost/benefit calculations) to solve business problems
- Collect, organize, and use statistical information in relation to practical business situations
- Identify and analyze various sources of financing including leasing, debt, or equity
- Identify trends and measure performance by analyzing financial statements
- Assess the effects of managerial decisions and environmental factors on the financial performance of a firm
- Apply the principles of cash budgeting

**8. The graduate has reliably demonstrated the ability to apply knowledge of operations management to the management of an organization.**

Elements of the Performance

- Take into account the relationship between current operational priorities and the organization's strategic plan
- Develop strategies to ensure that inventory control supports the operational requirements of the organization
- Take into account the importance of ongoing maintenance of the physical plant, facilities, and equipment
- Develop strategies for the scheduling of production and staff which support the most productive operation of a facility
- Take into account the role of production design in employee satisfaction and productivity
- Apply knowledge of quality control and assurance systems and programs
- Take into account the roles of purchasing and material requirements planning

**9. The graduate has reliably demonstrated the ability to apply computer skills and knowledge of information technology to support the management of an organization.**

Elements of the Performance

- Select and use appropriate software to produce business documents
- Use computerized spreadsheets to prepare necessary business information
- Adapt to various and changing technological systems and computer applications for business
- Apply computer concepts to business applications using manuals and aids relating to a specific software program
- Keep abreast of changes in information technology
- Utilize the Internet and E-mail to supplement business activities
- Ensure the appropriate protection of information
- Use presentation software effectively and appropriately
- Communicate user requirements to information technology personnel
- Support information sharing among the functional areas of an organization

**10. The graduate has reliably demonstrated the ability to take into account the interrelationship among the functional areas of a business.**

Elements of the Performance

- Identify organizational structures and explain the relationship between the various departments or functions within an organization

- Apply knowledge of functional areas to small and large business environments
- Consider the impact of individual functional areas on other areas of the organization
- Consider the role of loyalties, factions, and alliances within an organization and their impact on how individuals and departments function
- Support information sharing among the functional areas of an organization
- Participate effectively in multi-functional teams

**11. *The graduate has reliably demonstrated the ability to work effectively with co-workers, supervisors, and others.***

Elements of the Performance

- Assume responsibility for group results
- Display leadership skills in one-on-one and group settings
- Use team-building skills (e.g., active listening, encouraging candor, maintaining a cooperative and collaborative environment)
- Recognize and manage sensitive interpersonal situations
- Identify and implement strategies for increasing motivation
- Take into account differences in personality types and how motivators may differ
- Develop strategies to manage conflict
- Motivate others to achieve personal goals and objectives
- Motivate others to achieve organizational goals and objectives

**12. *The graduate has reliably demonstrated the ability to apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources.***

Elements of the Performance

- Identify the data required
- Select the appropriate data collection strategies
- Use all available paper-based and electronic sources to access information
- Prepare, compile, and analyze information based on primary research
- Ensure the accurate comparison of data
- Take into account the variables which affect the integrity of the data when making comparisons
- Remain current on information technology to access all available information

**13. *The graduate has reliably demonstrated the ability to apply creative problem-solving skills to address business problems and opportunities.***

Elements of the Performance

- Apply a methodical approach to decision making
- Recognize the value of gathering information from a wide variety of sources
- Collect, analyze, and synthesize information through observation, research, and consultation
- Develop strategies to deal with unexpected events
- Use appropriate mathematical and statistical tools to solve business problems

**14. *The graduate has reliably demonstrated the ability to develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.***

Elements of the Performance

- Take a proactive approach to career growth by preparing a career plan which includes goals and strategies for accomplishing them
- Use appropriate self-management strategies

- Recognize the value of lateral career moves
- Recognize the value of own role and roles of others in the success of the organization
- Consider the role of loyalties, factions, and alliances within an organization and their impact on individual career growth
- Recognize the value of active participation in business associations and the acquisition of professional accreditation
- Recognize the role of mentors and mentor models in chosen field
- Appreciate the value of local, national, and international networking

**15. *The graduate has reliably demonstrated the ability to apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.***

Elements of the Performance

- Recognize the need to proactively manage change
- Prioritize tasks
- Design and implement a workplan
- Cooperatively plan team tasks and responsibilities
- Negotiate and meet deadlines
- Use calendar and reminder systems to manage tasks and projects
- Organize a workspace
- Organize appropriate facilities, equipment, services, and suppliers to support meetings and related activities
- Plan and conduct a meeting

**16. *The graduate has reliably demonstrated the ability to take into account the impact of the economic, social, political, and cultural variables which affect a business operation.***

Elements of the Performance

- Analyze the effect on business of significant domestic and international economic factors
- Discuss the effects on business operations of a number of significant factors such as legal issues and ethical issues (e.g., human rights, health and safety, employment standards, confidentiality of information)
- Take into account the need for seeking legal advice when appropriate
- Keep abreast of and comply with current rules and laws regarding ethics in business

**17. *The graduate has reliably demonstrated the ability to apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization.***

Elements of the Performance

- Assume responsibility for results
- Use a variety of planning, implementing, and evaluating strategies and techniques
- Recognize the importance of patience, flexibility, and the need to proactively manage change
- Plan and run a meeting
- Display leadership in one-on-one and group settings
- Use team-building skills (e.g., active listening, encouraging candor, maintaining a cooperative and collaborative environment)
- Use effective coaching skills
- Influence the behaviour of others using skills such as interpersonal, counseling, mediation, and alternate conflict resolution
- Approach all interpersonal situations with reliability, flexibility, tact, and good judgment
- Motivate others to achieve organizational goals and objectives
- Motivate others to achieve personal goals and objectives
- Model ethical behaviour

- Develop strategies to improve performance

**18. *The graduate has reliably demonstrated the ability to plan, prepare, and deliver a variety of presentations.***

Elements of the Performance

- Research, analyze, and summarize business information
- Use all available resources (presentation software, samples, visual aids, etc.) to improve the clarity and impact of a presentation
- Organize appropriate facilities, equipment, services, and suppliers to support meetings and related activities

**19. *The graduate has reliably demonstrated the ability to develop a business plan in collaboration with others.***

Elements of the Performance

- Identify the key components of a business plan
- Utilize sales forecasting techniques
- Demonstrate an understanding of various strategies and their effects on sales and profits and be able to recommend appropriate strategies to solve problems
- Prepare basic pro-forma financial statements using standard financial accounting practices
- Understand and discuss the major forces at work in the marketplace and how they affect business
- Prepare a cost/benefit analysis for all business initiatives
- Calculate a return on investment
- Present the plan, with recommendations, in a cohesive, coherent, and concise manner

**MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration  
(MTCU code 60200) - The Generic Skills Learning Outcomes**

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

Explanation

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

**Elements of the Performance**

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

**2. *The graduate has reliably demonstrated the ability to reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.***

Explanation

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

**Elements of the Performance**

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

**3. *The graduate has reliably demonstrated the ability to apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.***

Explanation

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

**Elements of the Performance**

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

**4. *The graduate has reliably demonstrated the ability to use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.***

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well. Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately.

Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

#### **Elements of the Performance**

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

#### **5. *The graduate has reliably demonstrated the ability to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.***

##### Explanation

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

#### **Elements of the Performance**

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

#### **6. *The graduate has reliably demonstrated the ability to evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.***

##### Explanation

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

#### **Elements of the Performance**

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

**7. The graduate has reliably demonstrated the ability to collect, analyze, and organize relevant and necessary information from a variety of sources.**

Explanation

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

**Elements of the Performance**

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

**8. The graduate has reliably demonstrated the ability to evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.**

Explanation

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

**Elements of the Performance**

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

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

Explanation

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

**Elements of the Performance**

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs

- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

**10. *The graduate has reliably demonstrated the ability to manage the use of time and other resources to attain personal and/or project-related goals.***

Explanation

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

**Elements of the Performance**

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

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

Explanation

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

**Elements of the Performance**

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

**12. *The graduate has reliably demonstrated the ability to adapt to new situations and demands by applying and/or updating her or his knowledge and skills.***

Explanation

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

**Elements of the Performance**

- Assess current skills, knowledge, and learning styles

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

**13. *The graduate has reliably demonstrated the ability to represent her or his skills, knowledge, and experience realistically for personal and employment purposes.***

#### Explanation

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

#### Elements of the Performance

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

## Appendix F

### MTCU Program Standards for the Ontario College Diploma (two years) in Business (MTCU code 50200) - The Vocational Learning Outcomes

**1. *The graduate has reliably demonstrated the ability to communicate business-related information persuasively and accurately in oral, written, and graphic formats.***

#### Elements of the Performance

- Present and defend ideas to promote the successful operation of an enterprise
- Write and speak clearly, concisely, and logically
- Use presentation technology, where appropriate, to improve the clarity and impact of a presentation
- Prepare oral and written reports in an appropriate manner
- Use E-mail and other electronic media appropriately to communicate effectively
- Communicate information in a manner appropriate to the content and the audience
- Use business terminology appropriately
- Participate effectively in meetings
- Develop negotiation strategies to achieve mutually beneficial results

**2. *The graduate has reliably demonstrated the ability to work in a manner consistent with law and professional standards, practices, and protocols.***

#### Elements of the Performance

- Approach situations with reliability, flexibility, tact, and good judgment
- Conduct oneself in accordance with accepted ethical standards in business situations
- Participate appropriately in meetings
- Take into account the impact of mishandling confidential information
- Use appropriate methods for handling confidential information in the business environment
- Recognize the impact of personal image on the image of an organization
- Conduct business in accordance with public policy
- Take into account the potential legal liability for the individual and organization

**3. *The graduate has reliably demonstrated the ability to develop customer-service strategies to meet the needs of internal and external customers.***

#### Elements of the Performance

- Resolve customer complaints fairly, promptly, and effectively
- Use effective solutions to meet customer-service needs
- Recognize how each individual within an organization affects the client group, both internal and external
- Ensure commitments made to customers can be met
- Use a customer-centred approach when developing business strategies
- Take into account the demands of "just in time" delivery systems
- Take into account the role of quality control and quality assurance procedures, systems, and standards in satisfying customer needs

**4. *The graduate has reliably demonstrated the ability to apply knowledge of the human resources function to the operation of an organization.***

#### Elements of the Performance

- Recognize the role of the human resources function in the strategic business plan of an organization
- Identify the changing role of human resources in policy formulation and future planning

- Take into account the role of human resources to provide support to all functional areas of a business or organization
- Contribute to planning and forecasting human resource needs
- Apply principles of human resources related to recruitment, selection, hiring, dismissal, compensation, and benefits
- Participate in the development of orientation and training programs
- Comply with current human rights and employment legislation

**5. The graduate has reliably demonstrated the ability to apply knowledge of the marketing function to the operation of an organization.**

Elements of the Performance

- Assess a marketing situation and develop appropriate recommendations
- Consider the marketing environment, market segmentation, and the roles of product, price, place, and promotion
- Apply the fundamental concepts of marketing for a variety of products or services
- Apply knowledge of client behaviour in the design of a marketing plan or strategy
- Take into account the impact of economic, technological, competitive, environmental, social, political, and cultural aspects of society on marketing initiatives
- Demonstrate knowledge of Canadian market segments

**6. The graduate has reliably demonstrated the ability to apply accounting and financial knowledge to the operation of an organization.**

Elements of the Performance

- Perform basic accounting procedures and use accounting terminology
- Prepare and interpret routine statements to determine their impact on operations
- Apply computer skills to assist in the recording and compiling of financial information
- Use appropriate mathematical operations (e.g., percentages, compound interest, cost/benefit calculations) to solve business problems
- Consider principles of revenue and cash flow management, and budgeting strategies for organization operations
- Apply strategies of cost control to a variety of operations such as purchasing and receiving, labour, operations, and inventory

**7. The graduate has reliably demonstrated the ability to apply knowledge of operations management to the operation of an organization.**

Elements of the Performance

- Take into account the relationship between current operational priorities and the organization's strategic plan
- Apply knowledge of inventory control to support the operational requirements of the organization
- Recognize the importance of ongoing maintenance of the physical plant, facilities, and equipment
- Participate in the scheduling of production and staff which support the productive operation of a facility
- Consider the role of production design in employee satisfaction and productivity
- Apply knowledge of quality control and assurance systems and programs

**8. The graduate has reliably demonstrated the ability to apply computer skills and knowledge of information technology to support the management of an organization.**

Elements of the Performance

- Select and use appropriate software to produce business documents

- Use computerized spreadsheets to prepare necessary business information
- Adapt to various and changing technological systems and computer applications for business
- Apply computer concepts to business applications using manuals and aids relating to a specific software program
- Keep abreast of changes in information technology
- Utilize the Internet and E-mail to supplement business activities
- Ensure the appropriate protection of information
- Use presentation software effectively and appropriately

**9. *The graduate has reliably demonstrated the ability to take into account the interrelationship among the functional areas of a business.***

Elements of the Performance

- Identify organizational structures and explain the relationship between the various departments or functions within an organization
- Apply knowledge of functional areas to small and large business environments
- Consider the impact of individual functional areas on other areas of the organization
- Consider the role of loyalties, factions, and alliances within an organization and their impact on how individuals and departments function
- Support information sharing among the functional areas of an organization
- Participate effectively in multi-functional teams

**10. *The graduate has reliably demonstrated the ability to work effectively with co-workers, supervisors, and others.***

Elements of the Performance

- Assume responsibility for group results
- Display leadership skills in one-on-one and group settings
- Use team-building skills (e.g., active listening, encouraging candor, maintaining a cooperative and collaborative environment)
- Recognize and manage sensitive interpersonal situations
- Identify and implement strategies for increasing motivation
- Take into account differences in personality types and how motivators may differ
- Develop strategies to manage conflict

**11. *The graduate has reliably demonstrated the ability to apply research skills to gather and interpret available information.***

Elements of the Performance

- Identify the data required
- Select the appropriate data collection strategies
- Use all available paper-based and electronic sources to access information
- Ensure the accurate comparison of data
- Take into account the variables which affect the integrity of the data when making comparisons
- Remain current on information technology to access all available information

**12. *The graduate has reliably demonstrated the ability to apply creative problem-solving skills to address business problems and opportunities.***

Elements of the Performance

- Apply a methodical approach to decision making

- Recognize the value of gathering information from a wide variety of sources
- Collect, analyze, and synthesize information through observation, research, and consultation
- Develop strategies to deal with unexpected events
- Use appropriate mathematical tools to solve business problems

**13. *The graduate has reliably demonstrated the ability to develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.***

Elements of the Performance

- Take a proactive approach to career growth by preparing a career plan which includes goals and strategies
- Use appropriate self-management strategies
- Recognize the value of lateral career moves
- Recognize the value of own role and roles of others in the success of the organization
- Consider the role of loyalties, factions, and alliances within an organization and their impact on individual career growth
- Recognize the value of active participation in business associations and the acquisition of professional accreditation
- Recognize the role of mentors and mentor models in chosen field
- Appreciate the value of local, national, and international networking

**14. *The graduate has reliably demonstrated the ability to apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.***

Elements of the Performance

- Recognize the need to proactively manage change
- Prioritize tasks
- Design and implement a workplan
- Cooperatively plan team tasks and responsibilities
- Negotiate and meet deadlines
- Use calendar and reminder systems to manage tasks and projects
- Organize a workspace
- Organize appropriate facilities, equipment, services, and suppliers to support meetings and related activities

**15. *The graduate has reliably demonstrated the ability to recognize the economic, social, political, and cultural variables which impact on a business.***

Elements of the Performance

- Analyze the effect on business of significant domestic and international economic factors
- Discuss the effects on business operations of a number of significant factors such as legal issues and ethical issues (e.g., human rights, health and safety, employment standards, confidentiality of information)
- Take into account the need for seeking legal advice when appropriate
- Keep abreast of and comply with current rules and laws regarding ethics in business

## **MTCU Program Standards for the Ontario College Diploma (two years) in Business (MTCU code 50200) - The Generic Skills Learning Outcomes**

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

### Explanation

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

### Elements of the Performance

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

**2. *The graduate has reliably demonstrated the ability to reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.***

### Explanation

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

### Elements of the Performance

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

**3. *The graduate has reliably demonstrated the ability to apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.***

### Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability

to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

#### Elements of the Performance

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

#### **4. The graduate has reliably demonstrated the ability to use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.**

#### Explanation

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

#### Elements of the Performance

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

#### **5. The graduate has reliably demonstrated the ability to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**

#### Explanation

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

#### Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion

- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts
- Regularly assess the group's progress and interactions and make adjustments when necessary

**6. The graduate has reliably demonstrated the ability to evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.**

Explanation

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

Elements of the Performance

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

**7. The graduate has reliably demonstrated the ability to collect, analyze, and organize relevant and necessary information from a variety of sources.**

Explanation

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

Elements of the Performance

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

**8. The graduate has reliably demonstrated the ability to evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.**

#### Explanation

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

#### Elements of the Performance

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

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

#### Explanation

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

#### Elements of the Performance

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

### **10. *The graduate has reliably demonstrated the ability to manage the use of time and other resources to attain personal and/or project-related goals.***

#### Explanation

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

#### Elements of the Performance

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

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

#### Explanation

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

#### Elements of the Performance

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

### **12. *The graduate has reliably demonstrated the ability to adapt to new situations and demands by applying and/or updating her or his knowledge and skills.***

#### Explanation

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

#### Elements of the Performance

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

### **13. *The graduate has reliably demonstrated the ability to represent her or his skills, knowledge, and experience realistically for personal and employment purposes.***

#### Explanation

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

#### Elements of the Performance

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

## Appendix G - MTCU Program Standards - General Education Standard

### The General Education Requirement

The Government of Ontario has established that each college postsecondary program shall include a minimum of one three-hour-per-week general education course of approximately 45 instructional hours per semester. Learners should experience a breadth of goals through their general education studies; and, wherever possible, they should have the opportunity to exercise choice in the selection of their general education courses.

This general education requirement is an integral component of the Business Administration Program Standard, along with the vocational and generic skills learning outcomes.

### The general education requirement shall be met consistent with the following guiding principles:

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

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

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### Goals and Broad Objectives

#### **1. Aesthetic Appreciation** - *understand beauty, form, taste, and the role of the arts in society*

##### Broad Objectives

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

#### **2. Civic Life** - *understand the meaning of freedoms, rights, and participation in community and public life*

##### Broad Objectives

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

#### **3. Cultural Understanding** - *understand the cultural, social, ethnic, and linguistic diversity of Canada and the world*

##### Broad Objectives

- develop an understanding of cultural identity by linking personal history to broader cultural study

- develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

**4. Personal Development** - *gain greater self-awareness, intellectual growth, well-being, and understanding of others*

Broad Objectives

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

**5. Social Understanding** - *understand relationships among individuals and society*

Broad Objectives

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

**6. Understanding Science** - *appreciate the contribution of science to the development of civilization, human understanding, and potential*

Broad Objectives

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

**7. Understanding Technology** - *understand the interrelationship between the development and use of technology and society and the ecosystem*

Broad Objectives

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

**8. Work and the Economy** - *understand the meaning, history, and organization of work; and working life challenges to the individual and society*

Broad Objectives

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

## Appendix H

See document “**Business Cluster Draft VLO Map Revised April 25, 2012**” included with this submission. It outlines proposed updates to the VLO’s for Business that are in draft form as of November, 2012.