

Ontario College Agreement

Regarding

Student Transfer Within Business - Marketing Diploma Programs

(Ministry of Training, Colleges and Universities Diploma Program Codes 52900 and 62900)

1. Introduction, Purpose and Context:

While many colleges offer marketing 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 an ONCAT grant for the development of a province-wide transfer agreement in Marketing. 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 – Marketing program (MTCU funding code 52900) and
- ii. the Ontario College Advanced Diploma in Business Administration – Marketing program (MTCU funding code 62900).

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

- i. FROM the successful completion of year one of either Marketing program 52900 or 62900 TO the second year of the same program at another Ontario college, and
- ii. FROM successful completion of Marketing diploma program 52900 OR the second year Marketing diploma program 62900 TO the 3rd year of Marketing program 62900 in another Ontario college.

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 any future Diploma-to-Baccalaureate Transfer would need to 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 2 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 52900 and 62900 Marketing 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 52900 OR 62900 TO the second year of the same programs offered by another college, an applicant must:

- i. complete the first year of the 52900 OR 62900 diploma program that complies with the applicable MTCU Standards,

- ii. complete the first year course/learning requirements summarized in Appendix C below, 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 62900 diploma program OR after completion of the 52900 diploma program TO the third year of the 62900 diploma program at another college, an applicant must:

- i. have successfully completed a 52900 diploma program or the first two years of a 62900 diploma program that complies with the applicable MTCU Standards,
- ii. complete the first and second year course/learning requirements summarized in Appendix C below, 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 – Marketing and Business Administration – Marketing is summarized in Appendix C below.

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 Marketing 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 Marketing 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.

5.13 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 to 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 & 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	<i>Name</i> :..... <i>Signature</i> :.....	

	<i>Title</i> :.....	
Fanshawe	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
Fleming	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
George Brown	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
Georgian	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
Humber	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
La Cité collégiale	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	
Lambton	<i>Name</i> :..... <i>Signature</i> :..... <i>Title</i> :.....	

Loyalist	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
Mohawk	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
Niagara	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
Northern	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
St. Clair	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
St. Lawrence	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
Sault	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	
Seneca	<i>Name:</i> <i>Signature:</i> <i>Title:</i>	

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

INTERCOLLEGE MARKETING DIPLOMA TRANSFER:

The colleges cooperating in this transfer agreement have organized the Business – Marketing (2 year – MTCU Code 52900) and Business Administration – Marketing (3 year – MTCU Code 62900) 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 Marketing 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.

Appendix C:

SEQUENCING OF DIPLOMA COURSES IN BUSINESS – MARKETING

Proposed College Marketing Diploma Course Requirements for Transfer		For Students Planning to Continue 2 nd Yr. Diploma Studies at Another College	For Students Planning to Continue 3 rd Yr Diploma Studies at another College
		Course Completion by End of the first year of the 2 yr Marketing or 3 yr Business Admin. Marketing Diploma Program	Course Completion by End of Second Year of the 2 yr. Marketing or 3 yr. Business Administration - Marketing Diploma Program
Accounting	Introductory	YES	
Communications	Business Writing	YES	
	Communications		YES
Computers	Bus Computer App'ns	YES	
Economics*			YES
Management	Organizational Behaviour		YES
Marketing	Advertising/IMC		YES
	Intro to Marketing	YES	
	Sales/Selling		YES
	Marketing Research		YES
Math	Business Math**	YES	
GENED			YES

Note: 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.

*Colleges looking for optimal flexibility for students in the future are recommended to consider having microeconomics AND macroeconomics in their curriculum.

**Colleges that only offer Math of Finance can list that course as meeting the math requirement.

It is understood that Colleges accepting this agreement will determine how best to implement it and communicate course plans and pathways accordingly to their students.

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 –Marketing (MTCU code 62900) - The Learning Outcomes Vocational Outcomes

- 1. *The graduate has reliably demonstrated the ability to develop an integrated marketing communication strategy* for marketing* products*, concepts, goods, or services based on an identified target market.***

Elements of the Performance

- Select the appropriate promotional tools, methods, and elements for the marketing* of particular products, concepts, goods, or services
- Employ a variety of creative strategies in marketing* projects and ensure the integration of all communications efforts
- Evaluate data from such areas as past sales, buying habits, consumer* preferences, competitors' products, and market segmentation
- Apply the concepts of promotion* for a variety of products*, concepts, goods, or services
- Apply knowledge of segmentation in targeting customers
- Incorporate evolving technologies (e.g. , Internet, multimedia) into the promotional plan
- Recognize the diversity of the market place and the impact of ethnicity
- Evaluate the effectiveness of integrated marketing communication strategies*
- Apply knowledge of brand identity, brand equity, and brand management
- Apply knowledge of sponsorships, events, and social marketing*
- Determine the appropriate merchandising strategies for a product*

- 2. *The graduate has reliably demonstrated the ability to develop pricing strategies which take into account perceived value, competitive pressures, corporate objectives, and cost analysis*.***

Elements of the Performance

- Consider the prices of competing products*, cost analysis*, and the nature of the competitive environment when establishing a price
- Identify supply and demand as elements in price setting
- Compile, evaluate, and use quantitative data in such areas as past sales, buying habits, consumer* preferences, competitors' products, market segmentation, and break-even analysis to develop pricing policies and strategies
- Analyse how demographics and psychographics affect pricing
- Apply the fundamental concepts of pricing for a variety of products*, goods, or services
- Calculate break-even points, markups, margins, discounts, payback*, and return on investment
- Identify the functions of a distribution channel and the impact on setting prices for a variety of products*, goods, and services
- Evaluate the interrelationship between pricing decisions and organizational objectives and goals
- Consider legal, social, and ethical issues when setting and managing prices
- Take into account pricing strategies for different stages of the product lifecycle*
- Apply knowledge of price differentiation using value pricing to competitive pricing strategies

3. *The graduate has reliably demonstrated the ability to develop strategies for the efficient and effective distribution of products*, concepts, goods, and services.*

Elements of the Performance

- Identify distribution channels* and assess alternative approaches to distribution
- Identify product availability as a source of competitive advantage
- Recognize the role of internal and external partnerships within traditional and emerging channels of distribution
- Monitor the effectiveness of channel partnerships
- Recommend appropriate strategies to manage ongoing logistical problems and opportunities
- Take into account the impact of technology on distribution channels (e.g. , e-commerce, retailing)
- Apply knowledge of the role and objectives of supply chain management and its effect on distribution, supply, and customer value and satisfaction

4. *The graduate has reliably demonstrated the ability to determine strategies for developing new and modified products*, concepts, goods, and services that respond to evolving market needs.*

Elements of the Performance

- Identify how the nature of products*, concepts, goods, or services affects and is affected by their lifecycles*
- Employ knowledge of segmentation in targeting customers
- Identify how new product development* and product modification affect an organization's ability to remain competitive
- Apply research techniques to the new product development* process
- Contribute to new product development* and product modification
- Recognize the impact of the changing marketing environment* including demographics and psychographics on the development of new products and services
- Assess the impact of new technology on consumers'* need for new products*, concepts, goods, and services
- Conduct market assessments, both qualitative and quantitative, and identify market opportunities

5. *The graduate has reliably demonstrated the ability to evaluate results of marketing* activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria.*

Elements of the Performance

- Identify types of budgets and their uses
- Calculate key financial indicators such as sales volume, market share, profit, return on investment, and payback*
- Contribute to cash flow analysis and cost analysis*
- Determine customer* and consumer* attitude and behavioural change
- Take into account the relationship between organizational goals and evaluation criteria
- Compare actual results to all stated marketing* objectives
- Make recommendations for future marketing* activities

6. ***The graduate has reliably demonstrated the ability to formulate and prepare a marketing* plan including marketing* objectives, marketing mix*, marketing strategies*, budgetary considerations, and evaluation criteria.***

Elements of the Performance

- Prepare an environmental scan* (e.g. , SWOT [strengths, weaknesses, opportunities, threats] analysis)
- Use primary and secondary data* in the preparation of a marketing* plan
- Evaluate the marketing environment*, market segmentation, and other variables
- Apply knowledge of customer*/client behaviour in the design of a marketing* plan or strategy
- Evaluate the impact of economic, technological, competitive, environmental, social, political, and cultural* aspects of society on marketing* initiatives
- Outline an appropriate integrated marketing communication strategy* for the marketing* of particular products*, concepts, goods, or services
- Develop a marketing* plan based on an integration of product, price, place, promotion*, process, physical environment, and people
- Apply knowledge of supply chain management as it relates to marketing goals
- Apply the principles of risk management to the development of a marketing* plan
- Forecast sales and projected results
- Identify how a marketing* plan fits into a business plan

7. ***The graduate has reliably demonstrated the ability to project the impact of a marketing* initiative using quantitative information.***

Elements of the Performance

- Assess the evolving major forces at work in the marketing environment* and their impact on business
- Evaluate factors that have an impact on market share
- Establish a market share target
- Calculate a projected return on investment
- Prepare a financial analysis for all marketing* initiatives
- Apply research to financial decision making
- Interpret results of past marketing* initiatives
- Utilize spreadsheet software to support analysis

8. ***The graduate has reliably demonstrated the ability to address marketing* problems and opportunities using a variety of strategies and tactics.***

Elements of the Performance

- Employ a variety of strategies and tactics in marketing* initiatives
- Apply knowledge of customer* and client behaviour in the design of a marketing* plan or strategy
- Develop strategies to anticipate and address both favourable and unfavourable reactions to a particular approach
- Define the problem, identify the cause(s), generate alternatives, evaluate alternatives, select alternative(s), implement the solution(s), and evaluate the results
- Apply a variety of opportunity identification techniques to the business environment

- Consider an entrepreneurial* approach in dealing with problems and capitalizing on opportunities
9. ***The graduate has reliably demonstrated the ability to develop strategies to establish effective working relationships with clients, customers*, consumers*, co-workers, supervisors, and others.***
- Elements of the Performance
- Assess consumer*, customer*, and client needs
 - Determine ways to improve the organization's ability to meet consumer*, customer*, and client needs
 - Use appropriate information technologies to maintain accurate and timely information on all clients, customers*, and consumers*
 - Conduct all business in an ethical, responsible, and legal manner
 - Recommend strategies to enhance organizational loyalty
 - Recognize the importance and characteristics of excellent customer* service
 - Contribute to the development of a customer relationship management (CRM) strategy
 - Apply mentoring, coaching, networking, and team building skills
 - Collaborate with co-workers and supervisors
 - Use effective interpersonal skills in dealing with others.
 - Facilitate cooperative interaction among those involved in the design and implementation of marketing* projects
10. ***The graduate has reliably demonstrated the ability to communicate marketing* information persuasively and accurately in oral, written, and graphic* formats.***
- Elements of the Performance
- Use presentation software, where appropriate, to improve the clarity and impact of a presentation
 - Present and defend marketing* plans to promote the successful operation of an enterprise
 - Speak and write clearly, concisely, persuasively, and logically
 - Use technology such as email, voice mail, and text messaging appropriately to communicate effectively
 - Prepare and present written and oral formal and informal reports to enhance the quality of service
 - Participate in the development of graphics, such as storyboards, desktop publishing, illustrations, art work, clip art, and web sites
 - Use professional and industry specific terminology effectively
 - Recognize the role of the marketing* communications department and marketing communications within an organization
 - Participate efficiently and effectively in meetings using professional protocols
11. ***The graduate has reliably demonstrated the ability to evaluate the viability of marketing* products*, concepts, goods, or services in an international market or markets.***
- Elements of the Performance

- Recognize the impact of cultural* differences, political environments, technological developments, population demographics, and economic environments on international marketing* decisions
- Apply the principles of marketing management* to issues of the international market
- Identify distribution opportunities within the international market
- Analyze the impact of economic, technological, competitive, environmental, social, political, geographic, and cultural* elements of society on marketing* initiatives
- Participate in the development of an international marketing plan
- Evaluate the various methods of entering the international market, such as exporting, importing, licensing, joint venturing, direct investing, franchising, or management contracting
- List potential product adaptation to meet the needs of international markets
- Recognize the impact of emerging technologies on international marketing* initiatives
- Consider the impact of international trade agreements and organizations (e.g. , North American Free Trade Agreement [NAFTA], World Trade Organization [WTO])

12. *The graduate has reliably demonstrated the ability to conduct primary and secondary market research to provide information needed to make marketing* decisions.*

Elements of the Performance

- Identify the decision(s) to be made
- Identify the primary data* and the secondary data* required
- Select appropriate data collection strategies (e.g. , focus groups, surveys, industry publications, Internet search engines)
- Compile and analyze information based on primary and secondary market research
- Incorporate the use of technology in conducting market research
- Suggest appropriate courses of action based on the market research* information
- Identify problems and opportunities
- Apply knowledge of qualitative and quantitative techniques

13. *The graduate has reliably demonstrated the ability to develop personal professional development strategies and plans to enhance leadership, management skills, and marketing* expertise.*

Elements of the Performance

- Solicit and use constructive feedback in the evaluation of personal knowledge and skills
- Identify areas for ongoing growth and development
- Incorporate various methods of increasing professional knowledge and skills into a professional development plan
- Recognize the value of membership in professional associations and the importance of professional certifications and designations
- Promote the importance of a commitment to life-long learning
- Present oneself using a format which best identifies skills, knowledge, attributes, and experience (e.g. , resume, portfolio, interview, web page)
- Remain current and up-to-date on trends and issues impacting on marketing*
- Recognize the importance of entrepreneurial* initiative to career advancement

14. *The graduate has reliably demonstrated the ability to assist in the development of a business plan.*

Elements of the Performance

- Identify the key components of a business plan
- Ensure marketing* objectives are aligned with overall objectives
- Utilize sales forecasting techniques
- Recognize various sales and marketing strategies* and their effects on sales and profits and be able to recommend appropriate strategies to solve problems
- Prepare a basic pro-forma financial statement using sound financial accounting practices
- Take into account the major forces at work in the marketing environment* and how they affect business
- Prepare a cost/benefit analysis for all marketing* initiatives
- Calculate a return on investment
- Assist in the development of the financial plan including break-even analysis, projected profit and loss, and projected cash flow

15. *The graduate has reliably demonstrated the ability to apply the principles of business ethics and corporate social responsibility.*

Elements of the Performance

- Develop strategies which adhere to ethical principles and laws relating to business practices in general and to marketing* in particular
- Establish professional and personal relationships which adhere to legal and ethical standards
- Consider potential consequences to the environment* from all marketing* activities
- Apply knowledge of conflict of interest
- Develop policies and strategies to address ethical, moral, and legal issues
- Identify the marketing* advantages of corporate social responsibility
- Apply the principles of accepted business etiquette (e.g. , cultural*, regional, international)
- Conduct all business in an ethical, responsible, and legal manner
- Consider confidentiality, privacy, and risk issues

16. *The graduate has reliably demonstrated the ability to use professional sales techniques to make a sale.*

Elements of the Performance

- Preplan, prepare, assess, and deliver a professional sales presentation
- Use all available resources (e.g. , presentation technology, samples, hand outs, visuals) to improve the clarity and impact of a sales presentation
- Qualify and approach the customer*
- Clarify and analyze the customer's need or problem and establish a trust relationship
- Present products*, concepts, goods, or services which address the need or problem of the customer*
- Manage sales resistance
- Close the sale and follow up after the sale
- Foster an ongoing relationship with the customer* by applying the principles of relationship marketing*

- Apply professional sales techniques to business-to-business and business-to-customer* situations
- Recognize the importance of customer* satisfaction measurement

17. *The graduate has reliably demonstrated the ability to adapt to and apply various and changing technologies, systems, and computer applications used in marketing environments.*

Elements of the Performance

- Apply computer skills to support the performance of a variety of functions in a marketing environment
- Use appropriate software to record and compile financial information
- Prepare correspondence, reports, presentations, and other print and electronic documents for marketing using appropriate software (e.g. , spread sheet, word processing, database, presentation, desktop publishing, web design)
- Keep abreast of evolving technology and its application to marketing
- Recognize the impact of technological changes on customer* and consumer* needs and demands
- Apply knowledge of the application of technology to business (e.g. , e-commerce, etailing)

**MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration –Marketing (MTCU code 62900) - The Learning Outcomes
The Generic Employability Skills Learning Outcomes**

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

they will have explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what

they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration– Marketing (MTCU code 62900) – General Education (Breadth) Requirements

Requirement:	<i>The General Education Requirement for programs of instruction is stipulated in the Credentials Framework. In programs of instruction leading to either an Ontario College Diploma [2 year] or an Ontario College Advanced Diploma [3 year], 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 equivalent) designed discretely and separately from vocational learning opportunities.</i>
Purpose:	<i>... to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experienced, who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work. General Education strengthens students' essential employability skills, such as critical analysis, problem solving, and communication. In the context of an exploration of topics with broad-based personal and/or societal importance.</i>
Themes in General Education:	
	1. <i>Arts in Society</i>
	2. <i>Civic Life</i>
	3. <i>Social and Cultural Understanding</i>
	4. <i>Personal Understanding</i>
	5. <i>Science and Technology</i>

Appendix F: MTCU Program Standards for the Ontario College Advanced Diploma (two years) in Business—Marketing (MTCU code 52900) - The Learning Outcomes

The Vocational Learning Outcomes

- 1. *The graduate has reliably demonstrated the ability to contribute to the development of an integrated marketing communication strategy* for marketing* products*, concepts, goods, or services based on an identified target market.***

Elements of the Performance

- Select the appropriate promotional tools, methods, and elements for the marketing* of particular products*, concepts, goods, or services
- Employ a variety of creative strategies in marketing* projects and contribute to the integration of all communications efforts
- Use data from such areas as past sales, buying habits, consumer* preferences, competitors' products*, and market segmentation
- Apply the concepts of promotion* for a variety of products*, concepts, goods, or services
- Take into account segmentation in targeting customers
- Incorporate evolving technologies (e.g., Internet, multimedia) into the promotional plan
- Recognize the diversity of the market place and the impact of ethnicity
- Recognize the importance of brand identity, brand equity, and brand management
- Apply knowledge of sponsorships, events, and social marketing*
- Recognize the breadth of the appropriate merchandising strategies for a product*

- 2. *The graduate has reliably demonstrated the ability to contribute to the development of pricing strategies which take into account perceived value, competitive pressures, corporate objectives, and cost analysis*.***

Elements of the Performance

- Consider the prices of competing products*, cost analysis*, and the nature of the competitive environment when establishing a price
- Identify supply and demand as elements in price setting
- Use quantitative data in such areas as past sales, buying habits, consumer* preferences, competitors' products*, and market segmentation to develop pricing policies and strategies
- Recognize how demographics and psychographics affect pricing
- Apply the fundamental concepts of pricing for a variety of products*, goods, or services
- Calculate break-even points, markups, margins, discounts, payback*, and return on investment
- Identify the functions of a distribution channel* and the impact on setting prices for a variety of products*, goods, and services
- Recognize the interrelationship between pricing decisions and organizational objectives and goals
- Consider legal, social, and ethical issues when setting and managing prices

- 3. *The graduate has reliably demonstrated the ability to contribute to the development of strategies for the efficient and effective distribution of products*, concepts, goods, and services.***

Elements of the Performance

- Identify distribution channels* and recognize alternative approaches to distribution
- Identify product* availability as a source of competitive advantage
- Recognize the role of internal and external partnerships within traditional and emerging channels of distribution
- Apply appropriate strategies to manage ongoing logistical problems and opportunities
- Recognize the impact of technology on distribution channels (e.g., e-commerce, etailing)
- Consider the role and objectives of supply chain management and its effect on distribution, supply, and customer value and satisfaction

4. ***The graduate has reliably demonstrated the ability to determine strategies for developing new and modified products*, concepts, goods, and services that respond to evolving market needs.***

Elements of the Performance

- Identify how the nature of products*, concepts, goods, or services affects and is affected by their lifecycles*
- Employ knowledge of segmentation in targeting customers
- Identify how new product development* and product modification affect an organization's ability to remain competitive
- Apply research techniques to the new product development* process
- Contribute to new product development* and product modification
- Recognize the impact of the changing marketing environment* including demographics and psychographics on the development of new products and services
- Assess the impact of new technology on consumers'* need for new products*, concepts, goods, and services
- Conduct market assessments, both qualitative and quantitative, and identify market opportunities

5. ***The graduate has reliably demonstrated the ability to analyse results of marketing* activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria.***

Elements of the Performance

- Identify types of budgets and their uses
- Participate in the calculations of key financial indicators such as sales volume, market share, profit, return on investment, and payback*
- Determine customer* and consumer* attitude and behavioural change
- Take into account organizational goals
- Compare actual results to all stated marketing* objectives

6. ***The graduate has reliably demonstrated the ability to contribute to the development of a marketing* plan including marketing* objectives, marketing mix*, marketing strategies*, budgetary considerations, and evaluation criteria.***

Elements of the Performance

- Assist in the preparation of an environmental scan* (e.g., SWOT [strengths, weaknesses, opportunities, threats] analysis)
- Use primary and secondary data* in the preparation of a marketing* plan

- Evaluate the marketing environment*, market segmentation, and other variables
- Apply knowledge of customer*/client behaviour in the design of a marketing* plan or strategy
- Analyze the impact of economic, technological, competitive, environmental, social, political, and cultural* aspects of society on marketing* initiatives
- Select the appropriate promotion mix* for the marketing* of particular products*, concepts, goods, or services
- Recognize that a marketing* plan should be based on an integration of product*, price, place, promotion*, process, physical environment, and people
- Recognize the importance of supply chain management as it relates to marketing goals
- Apply the principles of risk management in contributing to the development of a marketing* plan
- Assist in forecasting sales and projecting results
- Identify how a marketing* plan fits into a business plan

7. *The graduate has reliably demonstrated the ability to develop strategies to establish effective working relationships with clients, customers*, consumers*, co-workers, supervisors, and others.*

Elements of the Performance

- Assess consumer*, customer*, and client needs
- Determine ways to improve the organization's ability to meet consumer*, customer*, and client needs
- Use appropriate information technologies to maintain accurate and timely information on all clients, customers*, and consumers*
- Conduct all business in an ethical, responsible, and legal manner
- Recommend strategies to enhance organizational loyalty
- Recognize the importance and characteristics of excellent customer* service
- Contribute to the development of a customer relationship management (CRM) strategy
- Apply mentoring, coaching, networking, and team building skills
- Collaborate with co-workers and supervisors
- Use effective interpersonal skills in dealing with others.
- Facilitate cooperative interaction among those involved in the design and implementation of marketing* projects

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

Elements of the Performance

- Use presentation software, where appropriate, to improve the clarity and impact of a presentation
- Present and defend marketing* plans to promote the successful operation of an enterprise
- Speak and write clearly, concisely, persuasively, and logically
- Use technology such as email, voice mail, and text messaging appropriately to communicate effectively
- Prepare and present written and oral formal and informal reports to enhance the quality of service
- Participate in the development of graphics, such as storyboards, desktop publishing, illustrations, art work, clip art, and web sites

- Use professional and industry specific terminology effectively
- Recognize the role of the marketing* communications department and marketing communications within an organization
- Participate efficiently and effectively in meetings using professional protocols

9. *The graduate has reliably demonstrated the ability to analyze the viability of marketing* products*, concepts, goods, or services in an international market or markets.*

Elements of the Performance

- Recognize the impact of cultural* differences, political environments, technological developments, population demographics, and economic environments on international marketing* decisions
- Apply the principles of marketing management* to issues of the international market
- Identify distribution opportunities within the international market
- Consider the impact of economic, technological, competitive, environmental, social, political, geographic, and cultural* elements of society on marketing* initiatives
- Identify the elements of an international marketing* plan
- Recognize the various methods of entering the international market, such as exporting, importing, licensing, joint venturing, direct investing, franchising, or management contracting
- List potential product* adaptation to meet the needs of international markets
- Recognize the impact of emerging technologies on international marketing* initiatives
- Identify the impact of international trade agreements and organizations (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO])

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

Elements of the Performance

- Identify the decision(s) to be made
- Identify the primary data* and the secondary data* required
- Suggest appropriate primary and secondary data* collection strategies (e.g., focus groups, surveys, industry publications, Internet search engines)
- Participate in the collection of the primary and the secondary data
- Assist in the analysis of the information based on primary and secondary market research
- Recognize the use of technology in conducting market research
- Identify appropriate courses of action based on the market research* information
- Identify problems and opportunities
- Recognize the application and usage of qualitative and quantitative techniques

11. *The graduate has reliably demonstrated the ability to develop personal professional development strategies and plans to enhance leadership, management skills, and marketing* expertise.*

Elements of the Performance

- Solicit and use constructive feedback in the evaluation of personal knowledge and skills
- Identify areas for ongoing growth and development
- Incorporate various methods of increasing professional knowledge and skills into a professional development plan

- Recognize the value of membership in professional associations and the importance of professional certifications and designations
- Promote the importance of a commitment to life-long learning
- Present oneself using a format which best identifies skills, knowledge, attributes, and experience (e.g., resume, portfolio, interview, web page)
- Remain current and up-to-date on trends and issues impacting on marketing*
- Recognize the importance of entrepreneurial* initiative to career advancement

12. *The graduate has reliably demonstrated the ability to participate in the development of a business plan.*

Elements of the Performance

- Identify the key components of a business plan
- Determine if marketing* objectives are aligned with overall objectives
- Utilize sales forecasting techniques
- Identify appropriate sales and marketing strategies* to solve problems
- Recognize the major forces at work in the marketing environment* and how they affect business
- Prepare a cost/benefit analysis for all marketing* initiatives
- Calculate a return on investment

13. *The graduate has reliably demonstrated the ability to apply the principles of business ethics and corporate social responsibility.*

Elements of the Performance

- Develop strategies which adhere to ethical principles and laws relating to business practices in general and to marketing* in particular
- Establish professional and personal relationships which adhere to legal and ethical standards
- Consider potential consequences to the environment* from all marketing* activities
- Apply knowledge of conflict of interest
- Develop policies and strategies to address ethical, moral, and legal issues
- Identify the marketing* advantages of corporate social responsibility
- Apply the principles of accepted business etiquette (e.g., cultural*, regional, international)
- Conduct all business in an ethical, responsible, and legal manner
- Consider confidentiality, privacy, and risk issues

14. *The graduate has reliably demonstrated the ability to use professional sales techniques to make a sale.*

Elements of the Performance

- Preplan, prepare, assess, and deliver a professional sales presentation
- Use all available resources (e.g., presentation technology, samples, hand outs, visuals) to improve the clarity and impact of a sales presentation
- Qualify and approach the customer*
- Clarify and analyze the customer*'s need or problem and establish a trust relationship
- Present products*, concepts, goods, or services which address the need or problem of the customer*

- Manage sales resistance
- Close the sale and follow up after the sale
- Foster an ongoing relationship with the customer* by applying the principles of relationship marketing*
- Apply professional sales techniques to business-to-business and business-to- customer* situations
- Recognize the importance of customer* satisfaction measurement

15. ***The graduate has reliably demonstrated the ability to adapt to and apply various and changing technologies, systems, and computer applications used in marketing environments.***

Elements of the Performance

- Apply computer skills to support the performance of a variety of functions in a marketing environment
- Use appropriate software to record and compile financial information
- Prepare correspondence, reports, presentations, and other print and electronic documents for marketing using appropriate software (e.g., spread sheet, word processing, database, presentation, desktop publishing, web design)
- Keep abreast of evolving technology and its application to marketing
- Recognize the impact of technological changes on customer* and consumer* needs and demands
- Apply knowledge of the application of technology to business (e.g., e-commerce, etailing)

MTCU Program Standards for the Ontario College Advanced Diploma (two years) in Business–Marketing (MTCU code 52900) The Generic Employability Skills Learning Outcomes

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

- Analyze needs

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

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

Explanation

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

Elements of the Performance

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

MTCU Program Standards for the Ontario College Advanced Diploma (two years) in Business–Marketing (MTCU code 52900) – General Education (Breadth) Requirements

Requirement:	<i>The General Education Requirement for programs of instruction is stipulated in the Credentials Framework. In programs of instruction leading to either an Ontario College Diploma [2 year] or an Ontario College Advanced Diploma [3 year], 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 equivalent) designed discretely and separately from vocational learning opportunities.</i>
Purpose:	<i>... to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experienced, who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work. General Education strengthens students' essential employability skills, such as critical analysis, problem solving, and communication. In the context of an exploration of topics with broad-based personal and/or societal importance.</i>
Themes in General Education:	
	1. <i>Arts in Society</i>
	2. <i>Civic Life</i>
	3. <i>Social and Cultural Understanding</i>
	4. <i>Personal Understanding</i>
	5. <i>Science and Technology</i>