



Business - Marketing Program Handbook

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Coordinator Welcome

Welcome to the Business Marketing program at Confederation College! I'm thrilled to have you join our dynamic and diverse learning community. As your Program Coordinator, I want to personally congratulate you on taking this exciting step toward building a strong foundation in the world of marketing and business.

Our program is designed to equip you with the practical skills, strategic thinking, and industry insights needed to thrive in today's fast-paced marketing landscape. Whether you're looking to launch your own business, work with leading brands, or pursue further studies, you'll find the tools and support here to help you reach your goals.

You'll be learning from experienced faculty who bring real-world knowledge into the classroom, and you'll have opportunities to apply your skills through hands-on projects, case studies, and collaborations with local businesses. I encourage you to take full advantage of everything the program and the College have to offer—get involved, ask questions, and stay curious.

We're excited to support you on your academic journey and look forward to seeing all that you will accomplish.

Welcome to the program—and welcome to your future in marketing,

Kristina Baraskewich

Coordinator, Business Marketing



Coordinator Contact Information

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1. Introduction

Program Overview:

The marketing industry in Canada is projected to grow by 10% from 2021 to 2031, creating approximately 2,051,800 job opportunities for graduates.

Confederation College's Business – Marketing program is a two-year diploma designed for those seeking a comprehensive overview of the marketing industry. This program emphasizes fundamental marketing principles while equipping graduates with practical, hands-on skills and a professional business work ethic. You'll build on your existing strengths and learn the importance of strategic decision-making through creative problem-solving.

The curriculum includes courses in advanced marketing, graphic design, internet and social media, digital marketing, retail, and fundraising, while also developing teamwork, communication, and general business skills. Experiential learning opportunities include market research studies, advertising campaigns, sales, and business plans, often involving work with live clients. Upon completing this program, graduates can earn additional industry designations and pursue accredited pathways to further their academic knowledge with other learning institutions.

We want you to be successful in this program. You have chosen it for good reason, and we are excited to work with you to help you succeed.

We designed this handbook to help you understand the expectations of this program, the policies of the college, and the resources available to you.

We work hard to make sure the information in this handbook is accurate. If any changes occur through this school year, you will be notified by email. Be sure to check that you are reading the handbook for the year we are in.

This handbook is specific to your program, but there are other general college policies that you also need to be familiar with.

These can be found

- On the [College website](#)
- In the [New Student Guidebook](#)
- In the [SUCCI Student Handbook](#)

The SUCCI Student Handbook provides details regarding Student Services, Safety and Security, Student Rights and Responsibilities and more.

It is the responsibility of each student to review and comply with the content in this handbook.

If there are any questions or concerns regarding the content in this handbook, please contact:

Program Coordinator: **Kristina Baraskewich**

Email address: kristina.baraskewich@confederationcollege.ca

Student Success Advisor: **Shannon Maloney**

Email address: Shannon.Maloney@confederationcollege.ca

[Student Success Advisors - Contact Information | Confederation College](#)

We wish you all the best in your studies!

2. Program Credential and Courses

[Business - Marketing Program Link](#)

Explanation of credential and courses

2-Year Ontario College Diploma Program

The standard sequence of courses for Business - Marketing are as follows:

Semester 1		Semester 2	
AC111	Introduction to Financial Accounting	AC223	Financial Accounting II
CS050	College Writing	CS220	Business Communications
GB110	Introduction to Business	ED208	Microeconomics
HR131	Introduction to Human Resources	GB156	Microsoft Excel
MA134	Business Math	HR232	Organizational Behaviour
MK114	Introduction to Marketing	MA246	Financial Math
	Elective	MK263	Marketing II

Semester 3		Semester 4	
GM330	Operations Management	EN400	Entrepreneurship
MK262	Professional Selling	MK439	Integrated Marketing Communications and Public Relations
MK335	Retail Management and Ecommerce	MK440	Marketing Field Work
MK336	Social Media and Digital Marketing	MK460	International Marketing
MK337	Innovative Technologies	MK503	Consumer Behaviour
MK420	Marketing Research & Analytic	MK505	Fundraising and Event Management
	Elective		Elective

DegreeWorks is a web-based assessment tool to assist you in tracking your progress throughout your program.

Please refer to [Degree Works](#), or reach out to your Coordinator or Student Success Advisor if you have any questions or concerns about missed pre-requisite courses.

Business - Marketing Program Planner

Course Planner Checklist Name: _____ Student # _____

Full-Time Program Requirements	✓ have (Grade)	X <i>need</i>
SEMESTER 1		
AC111 Introduction to Financial Accounting		
CS050 College Writing		
GB110 Introduction to Business		
HR131 Introduction to Human Resources		
MA134 Business Math		
MK114 Introduction to Marketing		
Elective		
SEMESTER 2		
AC 223 Financial Accounting II		
CS 220 Business Communications		
EC 208 Microeconomics		
GB 156 Microsoft Excel		
HR 232 Organizational Behaviour		
MA 246 Financial Math		
MK 263 Marketing II		

Full-Time Program Requirements	✓ have (Grade)	X need
SEMESTER 3		
GB 330 Operations Management		
MK 262 Professional Selling		
MK 335 Retail Management and Ecommerce		
MK 336 Social Media and Digital Marketing		
MK 337 Innovative Technologies		
MK 420 Marketing Research & Analytics		
Elective		
SEMESTER 4		
EN 400 Entrepreneurship		
MK 439 Integrated Marketing Communications and Public Relations		
MK 440 Marketing Field Work		
MK 460 International Marketing		
MK 503 Consumer Behaviour		

DegreeWorks is a web-based assessment tool to assist you in tracking your progress throughout your program.

Please refer to [Degree Works](#), or reach out to your Coordinator or Student Success Advisor if you have any questions or concerns about courses.

3. Class Guidelines

Our goal at Confederation College is to create open, inclusive, and respectful learning environments for everyone – students, professors, and staff.

In order to maintain this kind of learning environment, we have created policies and procedures that outline the rights and responsibilities of students and professors.

Policies regarding Academic and Personal conduct are on the College website ([link provided](#)) and also on page 10 of this handbook. We expect all students to review and follow these policies.

Policies below are specific to the **Business - Marketing** program.

General Class Structure

On the first day or two of a class your professors will inform you of specific class rules and provide you with a course outline. This outline will describe the course, outline your assignments, explain the grading system. Along with the outline, you will be provided a class schedule with important dates and deadlines. Usually, this information is posted in Blackboard, so refer to it often to avoid missing any deadlines.

Professors will use your college email address and/or Blackboard as a means of communication.

It is your responsibility to check your college email regularly.

4. Program Expectations

Attendance / Participation / Missed Tests & Assignments

- Success is directly related to attendance. It is expected that you will attend all classes.
- Absences for legitimate and documentable reasons do occur BUT **your professors need to be made aware either prior to, or immediately following the absence.** Waiting to contact a Professor for multiple weeks or months is not acceptable.
- If you are absent from class, you must find out what you missed from your classmates or professor. Your professor will not come to you or re-teach the material.
- Legitimate and documentable reasons for missing class need to be discussed in advance with your Professor. Examples include the following:
 - Illness or Medical Emergency:
If you are sick or experience a medical emergency, you should inform your professor as soon as possible, preferably before the class.
 - Court summons, jury duty:
A court summons or jury duty notice serves as documentation.
 - Death of family member:
Documented through discussion with your Professor.

- Unacceptable reasons for missing class include the following:
 - Procrastination or poor time management
 - Sleeping in
 - Vacation
 - Work
- If you miss a test/exam/quiz without a legitimate reason, you may receive a grade of zero (0).
- Some courses allow a comprehensive test to replace one missed test grade of zero (0). Some courses do NOT allow this. Consult your professor to determine if this is an option.
- If you miss an in-class assignment or activity (ones that are given and completed within the scheduled class time) without a legitimate reason, you will receive a grade of zero (0).
- Assignments, projects, essays, etc. (given as "homework" with a due date) are due on the assigned date. Late submissions will be penalized as per each professor's guidelines. Please ensure you are aware of the deductions for every course, as this will likely vary depending of your professor.
- You CANNOT submit a semester's worth of work at the end of the semester. Assessments are continuous throughout the semester.
- The last day of the semester is the final day to submit work. Beyond that date, work will not be accepted, unless previously discussed with and approved by your Professor.
- Assignments are to be submitted in the manner prescribed by your Professor. For example, some Professors require assignments to be submitted via hard copy while others will accept electronic attachments (via email and/or Blackboard Dropbox). Follow the submission instructions provided by your Professor for each assignment. Professors are NOT required to print off your papers or projects, etc. This is YOUR responsibility.

Teamwork

A significant amount of group work is required in this program. Individual students are expected to be full participants in, and contributors to, each group-based project/assignment within the program coursework.

Individual students who fail to meet this expectation, without documented extenuating circumstances may receive a failing grade in the project/assignment. Guidelines will be provided outlining the requirements of group work by individual faculty members. Expectations will vary among faculty and students are expected to ask questions if they are not clear.

Grading

To be successful in the program, you must not only obtain a minimum of 50% in each course but also an overall average of 60%.

Course Evaluation and Grading Policy Ch5-s1-01 can be found on the [Academic Policies webpage](#).

Professionalism and In-class Behaviour

- **Conduct yourself as a professional.** This includes your emails and interactions in the classroom and labs with faculty and classmates. Address your colleagues and teachers with respect both online and in-person.
- **Bring a drink or small snack to class if you need.** (Certain lab/shop environments prohibit this, so ask your professor if you are unsure). Dispose of your own garbage.
- **Turn off your cell phone in class.** If you must answer a call, leave the classroom quietly so you do not disturb the class. Tell your professor before class if you are expecting a call that you will have to answer.
- **Focus on what's happening in class.** Talking to or distracting classmates while the professor is speaking is considered disrespectful and disruptive.
- **Arrive on time to class.** If you are late, enter the classroom as quietly and discreetly as possible. Some teachers require students to wait for a break to enter the class if they are late. If you need to leave the class early, try to leave at a break and explain to your professor why you need to leave.
- **Ask for help when you need it.** We have many supports available to all students to help them be successful.
- **Participate during the class.** Students are encouraged to pay attention, take notes, participate in classroom discussions and activities
- **Ask for permission before recording lectures.** Because of the disclosures that occur in many class discussions, professors have the ability to deny this request.

Additional expectations:

- **Have reasonable expectations regarding email/telephone response times.** Messages sent at late hours or on weekends will not be responded to until appropriate working hours.
- **Leave clear messages.** When leaving messages for professors, always (and clearly) include your full name, contact information, and specific class, as well as your question or concern.
- **Keep track of appointments.** If you schedule a meeting outside of class time with your professor, be sure to add it to your calendar and attend. If you cannot make an appointment, contact your professor beforehand to let him/her know you will not be showing up.
- **Know the start date and end date of each semester, as well as dates for any holidays or breaks.** (All relevant dates are identified in your SUCCI Student Handbook.) Early departure at the semester's end, early departure or late return at Student Success Week, or other scheduled vacation during the academic semester is not considered as an 'extraordinary circumstance.' You will NOT be granted permission to write tests or exams earlier or later to accommodate this.

5. Academic Policies

Students should familiarize themselves with the following College policies:

Charter of Students' Rights & Responsibilities: Ch5-s5-03

Course Evaluation and Grading Policy: Ch5-s1-01

Student Code of Conduct: Ch5-s5-02

Academic Integrity: Ch5-s5-01 (Sign-off Required, see page 12)

Use of Electronic Devices in Class: Ch5-s5-06

Academic Appeal Policy: Ch5-s1-02

A complete list of Confederation College Policies and Procedures can be found on the website, or accessed through the link below:

[Link to main Academic Policies and Procedures webpage](#)

Academic Integrity

Purpose: Academic integrity is central to the mission of Confederation College. Commitment to academic integrity supports the mutual respect and learning that our community values. The Academic Integrity Policy and Procedure reflect these values.

Scope: Applies to all students and staff to guide behavior and support learning.

Academic Integrity: Having academic integrity means acting fairly and honestly when engaging in academic activities. By having and applying an Academic Integrity Policy and Procedure, Confederation College ensures graduates complete their studies fairly and honestly through hard work and dedication, and thus are well-prepared for their future careers.

Definition of Academic Dishonesty: A violation of academic integrity. Academic dishonesty takes the form of any kind of cheating in academic work, including taking credit for the work of others without crediting them, misrepresenting one's own work, fabricating information, and facilitating academic dishonesty by others.

Examples of academic dishonesty include, but are not limited to, the following:

- Plagiarism: representing the words or ideas of someone else as one's own including copy and pasting from internet, as well as failing to attribute any of the following: quotations, paraphrases, or borrowed information.
- Unauthorized use of artificial intelligence: utilizing AI and specifically foundational models to create writing, computer code, or images from minimal human prompting and presenting that work as one's own is an academic offense. There will be times when you are able to utilize generative artificial intelligence for productive and ethical academic use, but these instances will be guided and introduced by your faculty as part of your learning.
- Cheating: using or attempting to use unauthorized information or materials in any academic exercise; copying from one's own or someone else's work; representing someone else's work as one's own; or violating rules and policies governing examinations, such as bringing pre-written work into an in-class examination or talking during examination or accessing information via the internet.
- Fabrication: inventing or falsifying data, citations, or information.
- Facilitating academic dishonesty: intentionally helping or trying to help someone else commit an act of academic dishonesty.

Consequences: Violations may result in failing grades, suspension, or expulsion. Violation may also entail being recorded in the online tracking tool.

Procedure for Students:

- Read and become familiar with the College policy and faculty expectations regarding academic integrity, as stated in the course outline.
- Seek clarification of principles and practices of academic integrity from the faculty and/or other academic resources, such as librarians, tutors, or the writing center, before completing assignments or attempting examinations.
- Cooperate with faculty if issues of Academic Dishonesty arise.

Academic Integrity Sign-off

Sign-off shows acknowledgment of your commitment to uphold academic integrity and understanding of the consequences for academic dishonesty, including specific examples provided.

I, _____ (print name), have read and understand the Academic Integrity information and policy contained in the Business - Marketing handbook.

Signature: _____ Date: _____

AI Use Policy

This course-based policy is designed to promote the ethical, responsible, and effective use of generative AI such as ChatGPT, Chat AI, Canva, Gemini, Claude in support of your learning, creativity, and professional preparation. AI tools in this course are seen not just as technological aids, but as opportunities to build critical human-centered skills such as critical thinking and context understanding.

1. AI is permitted as a learning support, not a shortcut. It may assist with studying, brainstorming, and practice, but may not generate final submission content unless explicitly approved.
2. Critical evaluation is essential. Students are expected to verify and reflect on AI-generated content, identifying both insights and limitations, always validate claims with reputable academic and fact-checked sources.
3. Your voice matters. AI must never replace your reasoning or interpretation; it can assist you but always make sure your unique perspective remains at the center.
4. Transparency is required. All use of AI in assignments must be documented using the AI Usage Log.

For any assignment where AI is used, you must attach an AI Usage Log that includes:

- The tool used (e.g., ChatGPT, Gemini Pro, Claude, Canva)
- The prompt(s) given or tasks completed using AI
- A brief explanation of how the output was used and revised
- Specific locations in the assignment where the AI's output was incorporated

Example of Usage Log:

Tool: Canva (January 2026). Used to turn page text into an image and simplify the feedback provided on slide. I modified the image without the use of a background and annotated it with comments before inclusion (see Final Presentation, Slide 10).

Students are encouraged to use course-specific GPTs and other approved tools for:

- Exploring marketing analytics techniques or industry examples
- Brainstorming research questions or refining assignment outlines
- Reviewing course concepts and definitions
- Using prompts for creative brainstorming ideas

Prohibited Uses

- Submitting AI-generated answers or reports without meaningful revision or citation
- Using AI to complete major projects, presentations, or exams unless permission is explicitly granted
- Entering confidential, personal, or proprietary data into third-party AI systems
- Fabricating citations, data, or sources using AI tools (do not have AI to generate your APA citations or references)

Overview of Main AI tools*

ChatGPT	The free version of Chat GPT. This is the most popular generative AI tool. It is fast and performs well in various tasks including writing, brainstorming, image design and coding.
Copilot AI	A capable free tool based on the model behind ChatGPT (GPT4). It can also be used to generate images building on DALLE, text-to-image model of Open AI.
Gemini	Similar to Copilot AI in that it has access to the Internet and is quite capable.
Claude	A powerful model performing well in writing and coding tasks, and for designing artefacts. This model is viewed by some as more “ethical” as it uses a model called Constitutional AI.
Perplexity AI	AI-based search engine with chatbot interface. It is particularly useful when the primary objective is information search and accuracy, and when accessing specific sources is important.
Ideogram	An AI tool focused on image generation. While its creative capabilities may be somewhat limited, its primary strength lies in accurately generating text within images—a function posing a challenge for most current text-to-image AI tools (such as Copilot AI).
Canva AI	A design tool that helps you brainstorm, design, and polish content in a few clicks. Canva AI, is a conversational AI creative assistant with its own dedicated chat interface on the Canva home page. It combines all Canva’s AI capabilities to generate text, images, designs, and widgets based on text prompts or voice input.

Guidance on Interacting with AI

Following the recommendations below in your interactions with generative AI tools should allow you to harness the value of these tools.

Understand before you ask. The key to effective prompting is a strong understanding of the problem that you want to address. But, in essence, you should clarify what exactly you want to achieve. Do you want to generate ideas, craft an outline for your essay, search the relevant sources, or get counterpoints on your arguments? The clearer you are about your questions; the better the AI's response will be.

Decompose your task. Break down your task into smaller and simpler components when possible. For example, various phases of campaign ideas —such as idea generation, outlining, drafting, and refining—can be considered distinct components to tackle individually. Similarly, treat the different sections of your campaign—the problem/opportunity, key messaging, and promotional strategy —as separate elements. Craft tailored AI prompts to address each of these individual components effectively.

Set Context and Boundaries for precision. When seeking information or content for a specific section of your campaign, be explicit. Provide the AI tool with some context and background about the project or the target audience of your output. For example, if your campaign focuses on finding your storytelling angle for a brand, you can prompt:

- “Write a story about how (your product or service) helped a customer solve (specific problem). Highlight their journey before, during and after using our solution. Use a creative campaign tone.”
- “Please search the Internet to find 10 frequently asked questions (your audience) have about (your industry/niche/product/service). Take the information found based on our audiences most common questions and turn each question into a blog, video or social media post idea.”

Get creative with constraints. To get some creative and out-of-the-box outputs, you can play around with constraints (e.g., impose arbitrary constraints, modifying or removing existing boundaries) to explore novel perspectives.

Some examples:

- You could ask it to adopt different perspectives (e.g., ask it to act as an entrepreneur, professor, etc. or even as some real person like Seth Godin, Leo Burnett): “How would Seth Godin comment on my arguments. Provide a feedback report, detailing strengths and weaknesses of my campaign strategy, written by Godin”
- You could ask it to amend its output style (e.g., outline, bullet points, mind map, poem, using a structure like what/why/how, tweets, persuasive essay, magazine article, etc.).
- You could ask it to suggest only out-of-the-box ideas (e.g., “for my report topic, brainstorm novel angles or approaches. Prioritize ideas that are uncommon or challenges the dominant narrative”).

Interact with and give feedback to AI. Don’t rely on a single prompt to get everything you want. Engage with the AI in a back-and-forth manner, refining your questions based on its responses. If you want AI to change the tone of writing or incorporate a specific argument, tell it. If you find the output too complex ask it to simplify (e.g., “Your explanation on the how generative AI models work was too complex. Can you simplify it for a 10-years old”)

If you are unhappy with the solution set, try reframing the question: could the same problem be asked from a different perspective? Sometimes, it is better to start over, as past conversations often influence outcomes.

Practice Makes Perfect. The more you use and interact with the AI, the better you will get at eliciting the responses you want. Use it frequently to familiarize yourself with its strengths and limitations.

Get help from the AI itself for prompting. AI tools themselves are getting better at crafting prompts. So, it can help you too. Some examples:

- You can describe your problem to the AI and ask it what information it needs from you to help you: “I am trying to write a marketing strategy for (clients name), what information do you need to help me?”
- You can ask it to put together prompts for you to address a problem: “I want to brainstorm about different ideas for my advertising strategy. Can you generate a ChatGPT prompt for this task?”

- You could also use AI to think about components of a broader problem or reframing it to expand your solution space.

Remember, you must critically evaluate the output. While generative AI is a very useful tool, not all generated content will be suitable or accurate. You should always critically evaluate the output, corroborate it with other sources, and scrutinize for biases or inaccuracies. Before incorporating anything to your output:

- Is the output provided relevant for your objectives?
- Is it sensible and accurate? Does it match with other trusted sources (e.g., academic literature)?
- Are there any inherent biases or inappropriate content in the responses?

There are also different prompting techniques one can use. The most common ones include: zero-shot, few-shot and chain-of-thought prompting.

Zero-shot Prompting: One of the most used techniques, you basically present the model with a new task without any prior example or specific way of thinking. Essentially, you're asking the model to perform a task it hasn't explicitly seen before, based on its general training data.

Example Prompt: "Give me 10 different titles of no more than 10 words to sell my tires"

Few-shot Prompting: You provide a few examples to guide the AI to help it understand the context and the type of answer you're seeking. The idea behind this technique is to create the instructions for the response and then provide examples of what a valid or successful response looks like..

Example Prompt: "You will play the role of a potential customer for our tire company. Your role is to find flaws in our sales arguments and ask questions that might put us in a bind."

Example 1:

Sales argument: Our tires withstand temperatures of up to 100°C

Potential customer: under what conditions? What happens if it's 100° in the tire is spinning against the asphalt?

Example 2:

Sales argument: we're working with large companies in the sector, providing tires for various models

Potential customer: which brands are you working with? what models? do you have any quality metrics?

Chain-of-Thought Prompting: This is a more structured approach/technique, where you guide the AI step by step through a logical progression or sequence. This is particularly useful for complex queries where the answer requires a series of steps or considerations. You can provide examples so that the different steps that comprise complex thinking are executed in a specific way. If you are looking for complex answers, this technique can help a lot.

Complex Scenario: Marketing Manager of the Tire Company has to create a new campaign and faces brutal competition.

Example Prompt: Our tire brand is facing brutal competition in the market develop a brand positioning strategy that differentiates us from our competitors and resonates with our target audience show me your thought process step by step tell me why you consider it important and share specific examples.

[Step 1]: Identify the competitions strengths and weakness in the tire market.

[Step 2]: Explain the brand positioning strategy we could use against our competition that will resonate with our target audience.

[Step 3]: Describe the thought process step by step of why you considering this positioning strategy important

[Step 4]: Share specific creative examples of the brand positioning strategy

Further Guidance for AI Use and Reporting

AI tools are valuable, but do not forget that they are just tools. Use them as aids and partners, but not as primary drivers of the assignment. They should not replace your personal insights, analysis, thinking and judgments—they should just augment them.

While AI can assist greatly in your assignment, ensure that the final content you produce is original. You should be able to state (and potentially defend!) that “these are your own words”.

AI doesn't inherently "know" what's morally right, ethical, or true. It provides outputs based on vast data and patterns. Be cautious of potential biases and verify information from trusted sources. Remember, you hold the responsibility for your final output and, as with any assignment, ensure that it upholds the ethical and academic guidelines. Likewise, double check any sources that it cites are appropriate for academic writing before incorporating them (e.g., if the sources are aimed at a lay audience or are not credible, it may be best to find another source). Do also check that the sources exist and are available.

Exercise caution when interfacing with AI platforms, especially with personal or sensitive data. Refrain from sharing confidential, proprietary, or personal information (e.g., research data).

Don't forget!!! Document your interactions with the AI tool clearly, noting the inputs provided, iterations made, and outputs received. Always cite the specific AI tool or version you used (e.g., ChatGPT 4.0, Jan. 6 version).

AI USAGE LOG (TEMPLATE):

For any assignment where AI is used, you must attach an AI Usage Log as an appendix that includes:

- The tool used (e.g., ChatGPT, Gemini Pro, Claude, Canva)
- The prompt(s) given or tasks completed using AI
- A brief explanation of how the output was used and revised
- Specific locations in the assignment where the AI's output was incorporated

Tool Used	Prompt(s)	Explanation of Output Used/Revised	Specific Location of AI in Assignment
<i>Canva (January 2026)</i>	<i>Used to turn page text into an image and simplify the feedback provided on slide</i>	<i>I modified the image without the use of a background and annotated it with comments before inclusion</i>	<i>(see Final MVP Presentation, Slide 10).</i>

6. Resources and Support Services

Writing Centre

<https://www.confederationcollege.ca/department/tutoring/writing-centre>

Student Success Centre

<https://www.confederationcollege.ca/department/student-success-centre>

Degree Works

<https://www.confederationcollege.ca/department/registration/degreeworks>

Academic Date Calendar

<https://www.confederationcollege.ca/department/admissions/registration-services>

7. Contact Information

Program Coordinator:

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Please refer to your timetable & Blackboard course sites for additional faculty and their contact information.

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