# Items Approved by Education Council
# May 6, 2021

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# Continuing Studies

**LPN Orthopaedic Certificate**

**New program:**

**Rationale:**

BC Health authorities have identified the need for an Orthopaedic Education program located in British Columbia that specifically reflects BC's Licensed Practical Nurse (LPN) scope of practice and serves the needs of BC communities. Currently, the nearest program is in Alberta. However, differences in provincial scopes of practice and mounting travel-related costs have prompted the BC Ministry of Advanced Education & Skills Training and the Ministry of Health to explore ways in which to develop and deliver a training program that will effectively address these challenges locally.

Okanagan College (OC) lead the process of developing the BC LPN Orthopedic Competencies, which this new certificate is based on, in consultation with: Ministry of Health, Ministry of Advanced Education and Skills Training (AEST), Island Health, Interior Health, Northern Health, Vancouver Coastal Health, Fraser Health, BC Nurses Union (BCNU), Nurses & Nurse Practitioners of British Columbia (NNPBC), British Columbia College of Nurses and Midwives - Nursing Regulatory (BCCNM) and an Orthopaedic Surgeon from the University Hospital of Northern BC.

Okanagan College's proposed LPN Orthopaedic Certificate program will provide LPNs in BC with specialized training in anatomy and physiology, orthopaedic pathophysiology, nursing interventions, casting skills, and other treatment methods.

This certificate program will be provided in a hybrid-delivery model which consists of theory delivered online via Moodle and a practicum that will take place at OC-approved locations within each student's local health authority and/or community or the nearest location that can meet the practicum requirements for the student.

**Calendar description:**

This 635-hour certificate provides Licensed Practical Nurses (LPN) with advanced knowledge and skills for an orthopaedic career working directly with nurse practitioners and medical practitioners.

Students will further their LPN training of anatomy, physiology, and pathophysiology in relation to orthopaedics in acute, trauma, and post-surgical settings. LPNs will develop skills to become competent in orthopaedic radiology, assessments, and application and removal of casts, splints and braces. This program covers specialized orthopaedic procedures, including wound care, how to operate and adjust traction equipment, and patient-care teaching specific to orthopaedics.

This program provides a balance of both theory and hands-on experience. During the practicum, students will perform casting and splinting techniques, fit orthopaedic devices, and other duties performed in three areas of practice (cast clinic, ambulatory care units, and emergency rooms).

**Admission requirements:**

Active practicing license with respective provincial professional body (LPN)

Proof of a minimum of two years, full-time equivalent, acute care experience

Provide a written agreement of a practicum placement by an orthopaedic unit manager
Current CPR Level C (This must be maintained throughout the program.)
Either a current Red Cross Standard First Aid or St. John Ambulance Standard First Aid (This must be maintained throughout the program.)
A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.
Proof of one of the following:

Wound-care competency (written letter from a clinical manager)
Wound-care training within the last two years

**Program requirements:**
Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.
Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.

1. Tetanus and Diphtheria Toxoid (Td) - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.

2. Measles Vaccine - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine.

3. Polio Vaccine - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last dose. Booster doses of IPV are not required in Canada.

4. Rubella Vaccine - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.

5. Hepatitis B Vaccine - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.

6. Varicella Vaccine - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.

7. Flu Immunization -Annual Flu immunization is recommended.

**Graduation requirements:**
Students must pass the practicum and attain a minimum grade of 70% in each of the other courses in the program.
**Program outline:**

| **ORTH 110** | **Orthopaedic Anatomy and Physiology (*long title*)**<br>**Ortho Anatomy & Physiology (*short title*)** | **80 Hours** |
|---|---|---|
| This course is designed to provide anatomy and physiology knowledge specific to orthopaedic nursing. Topics include medical terminology and abbreviations, anatomical terms and directions, | | |

detailed skeletal anatomy, appendicular and axial skeleton, bony landmarks, origins and insertions, bone physiology including ossification, growth, healing, neurovascular considerations, and special considerations for pediatric, adult and geriatric patients.

**Resources**

1. Concise Book of Muscles-Chris Jarmey – Any edition
2. Sherman, S. (2019). Simon's emergency orthopaedics (8th ed.). USA : McGraw-Hill.
3. Jarney, c. (2018) The Concise book of Muscles, Fourth Edition, Berkeley, CA: North Atlantic Books. (optional)
4. Ortho Notes clinical examination pocket guide – Dawn Gulick
5. Ortho Bullets- Internet
    a. Wheeless' Textbook of Orthopaedics-Duke Orthopaedics (wheelessonline.com)

**Learning Outcomes**

By the end of this course, students will be able to:

1. Identify anatomical planes, directions and range of motion, and document using appropriate orthopaedic terminology.
2. Describe the structure and function of bones, muscles, connective tissue elements, and nerves related to pediatric, adult, and geriatric patients' musculoskeletal system.
3. Explain the physiology of bone growth and healing.
4. Describe integumentary injuries associated with orthopaedic trauma and wound care specific to pediatric, adult and geriatric patients.
5. Describe the different types of fractures.

**Assessment**

| | |
|---|---|
| Participation | 10% |
| Assignments | 30% |
| Quizzes | 30% |
| Final Exam | 30% |
| **TOTAL** | **100%** |

| **ORTH 111** | **Orthopaedic Pathophysiology and Nursing Interventions (*long title*)**<br>**Pathophysiology/Interventions (*short title*)** | **195 Hours** |
|---|---|---|

This course builds on orthopaedic anatomy and physiology to provide the pathophysiology knowledge and skills required to provide safe care to patients requiring orthopaedic interventions and nursing care.

Prerequisite: ORTH 110

**Resources**

1. Tintinalli's Emergency Medicine
2. Concise Book of Muscles-Chris Jarmey – Any edition
3. Ortho Notes clinical examination pocket guide – Dawn Gulick
4. Ortho Bullets- Internet:
    a) Wheeless' Textbook of Orthopaedics-Duke Orthopaedics (wheelessonline.com)
    b) **www.merriam-webster.com**
5. Video resources:

**Learning Outcomes**

By the end of this course students will be able to:

1. Identify common pathological diseases and injuries that require orthopaedic interventions specific to pediatric, adult and geriatric patients.
2. Describe diagnostic procedures, complications, and specific interventions related to orthopaedic injuries and pathologies specific to pediatric, adult and geriatric patients.
3. Identify the appropriate nursing process for patients requiring orthopaedic intervention.
4. Recognize various types of skeletal fractures and describe how to apply manual manipulation to each one.
5. Explain how various splinting, casting and traction materials relate to LPN orthopaedic interventions.
6. Describe wound care specific to pediatric, adult and geriatric patients.
7. Document and report information pertinent to orthopaedic nursing care.

**Assessment**

| | |
|---|---|
| Participation | 10% |
| Assignments | 30% |
| Quizzes | 30% |
| Final Exam | 30% |
| **TOTAL** | **100%** |

| **ORTH 112** | **Orthopaedic Specialty Skills** | **60 Hours** |
|---|---|---|

This course focuses on the scope of practice of LPN orthopaedics while building knowledge and rationale pertaining to the application and management of splints, casts, traction, and wound care related to orthopaedic pre- and post-surgical complications and outcomes.

Prerequisite: ORTH 110 and ORTH 111

**Resources**

1. Tintinalli's Emergency Medicine
2. Concise Book of Muscles-Chris Jarmey – Any edition
3. A practical guide to casting – BSN medical (Royal College of Nursing)
4. Ortho Notes clinical examination pocket guide – Dawn Gulick.
5. Essential Orthopaedics and Trauma ( 5th ed ) –Dandy D.J., Edwards D.J.
5. Zimmer Traction Handbook
6. Dynacast Prelude – BSN medical
7. Essential Anatomy 5(mobile app)
8. Ortho Bullets- Internet
    a. Wheeless' Textbook of Orthopaedics-Duke Orthopaedics (wheelessonline.com)
    b. www.merriam-webster.com
    c. BCCNM Professional Standards for LPNs; Professional Standards for LPNs (bccnm.ca)
    d. BCCNM Scope of Practice for LPNs (2020); Scope of Practice for LPNs (bccnm.ca)
    e. BCCNM LPN Documentation Practice Standard; LPN Documentation Practice \Standard (bccnm.ca)
    f. BCCNM LPN Regulatory Supervision of Students; LPN Regulatory Supervision of Students Practice Standard (bccnm.ca)
    g. BCCNM LPN Medication Practice Standard; LPN Medication Practice Standard (bccnm.ca)

**Learning Outcomes**

By the end of this course, students will be able to:

1. Comply with the scope of practice for BC LPN orthopaedics.
2. Describe the use of various types of splinting, casting and traction materials.
3. Describe anticipated complications and outcomes specific to pediatric, adult and geriatric patients for orthopaedic fracture management pre- and post-surgical under cast and splints.
4. Explain wound care related to orthopaedic fracture complications.
5. Describe patient care of orthopaedic devices to pediatric, adult and geriatric patients.

**Assessment**

| | |
|---|---|
| Participation | 10% |
| Assignments | 30% |
| Quizzes | 30% |
| Final Exam | 30% |
| **TOTAL** | **100%** |

| **ORTH 113** | **Practicum Preparation** | **40 Hours** |
|---|---|---|

This course engages students in a focused preparation for their practicum. Clinical simulations utilizing videos will enhance the student's learning experience. Various orthopaedic settings are explored and students will review the practicum teams' roles and responsibilities (student, faculty, placement agency) with an orientation of the practicum guidelines.

Prerequisite: ORTH 110, ORTH 111 and ORTH 112

**Resources**

1. Okanagan College Practicum Checklist
2. Okanagan College Practicum Guide
3. Tintinalli's Emergency Medicine
4. Concise Book of Muscles-Chris Jarmey – Any edition
5. Ortho Notes clinical examination pocket guide – Dawn Gulick
6. Ortho Bullets- Internet
7. Wheeless' Textbook of Orthopaedics-Duke Orthopaedics (wheelessonline.com)
8. **www.merriam-webster.com**
9. Dan's videos

**Learning Outcomes**

By the end of this course, students will be able to:

1. Describe the different settings in which LPN orthopaedics may work.
2. Apply orthopaedic anatomy, pathophysiology and techniques specific to pediatric, adult and geriatric patients.
3. Organize patient intake, order radiology tests as per Physician or Nurse Practitioner orders, and prioritize patient care and instruction.
4. Describe patient teaching in relation to orthopaedic procedures and care of devices.

**Assessment**

| | |
|---|---|
| Participation | 10% |
| Skills Demonstration | 30% |

| | |
|---|---|
| Assignments | 30% |
| Quizzes | 10% |
| Final Exam | 20% |
| **TOTAL** | **100%** |

| **ORTH 114** | **Practicum** | **260 Hours** |
|---|---|---|

This supervised experience provides an opportunity for the student to demonstrate integration and consolidation of knowledge, skills and abilities within the realities of the workplace.

Prerequisite: ORTH 110, ORTH 111, ORTH 112 and ORTH 113

**Resources**

1. Okanagan College Practicum Checklist
2. Okanagan College Practicum Guide

**Learning Outcomes**

By the end of this course, students will be able to:

- Confidently perform the LPN Orthopaedic duties independently.
- Successfully complete all BC LPN Orthopaedic skill competencies.

**Assessment**

Completion of Practicum which includes: P/F

1. Submission of the practicum package to the OC practicum supervisor
2. Meet all performance criteria by the end of the practicum.
3. Completion of required amount of practicum hours.
4. Completion of a daily journal.

**Implementation date:** January 2022
**Cost:** N/A

# Science, Technology, and Health Programs

ARTICULATION AGREEMENT
UBC Okanagan and Okanagan College

Okanagan College's Common First Year Engineering Certificate Program and UBCO's Bachelor of Applied Sciences Program

This agreement is dated for reference May 1st, 2021.

## 1. THE PARTIES

This Agreement is between (individually, each is a "Party", and together, "Parties", to this "Agreement"):

Okanagan College ("OC")
1000 KLO Road, Kelowna, British Columbia
Canada V1Y 4X8

**AND**

University of British Columbia
Okanagan Campus
("UBCO")
3333 University Way, Kelowna, BC
Canada V1V 1V7

## 2. INTENT OF THE AGREEMENT

It is the understanding of the Parties that this Agreement shall confirm the intentions and commitment between the Parties to enter into an arrangement to pursue and promote collaboration of the Common First Year Engineering Certificate program as outlined in Appendix A.

Embodied in this Agreement is the idea that the proposed cooperation between the Parties will be based on mutual trust and respect, mutual benefits, and synergy between the Parties.

## 3. FINANCIAL RESPONSIBILITY

This Agreement is construed by the Parties to be a framework for determining the protocol of intention only. This Agreement does not include or imply legal, financial, commercial, tributary, administrative, or any other kind of liability or responsibility whatsoever for the Parties involved, as any of the aforementioned activities shall be executed by means of specific agreements.

## 4. TERMS OF AGREEMENT

This Agreement shall enter into effect as of the date on which it is signed and shall continue to be effective until terminated by either party.

Either Party may terminate the Agreement at any time and without explanation, through a written notice sent to the other Party, at least three months prior to the anticipated termination date.

## 5. REPRESENTATIVES

The representatives for this proposal are:

| | |
|---|---|
| Okanagan College: | Dr. Andrew Hay, Provost and Vice President Academic<br>Yvonne Moritz, AVP Education Services |
| UBC Okanagan: | Dr. Rehan Sadiq, Executive Associate Dean<br>Dr. Mina Hoorfar, Director |

This Agreement is accepted by:

| | |
|---|---|
| **UBC Okanagan** | **Date** |
| **UBC Okanagan** | **Date** |
| **Okanagan College** | **Date** |
| **Okanagan College** | **Date** |

## Appendix A

1. **Context**

Okanagan College's Engineering Technology Bridging programs (Civil, Electrical and Mechanical) have had a long-standing and successful transfer relationship with UBC's Bachelor of Applied Science (BASc) program. During the last decade, UBCO has become the most natural transfer destination for Okanagan College's Engineering Technology students. The goal would be to create a pathway for OC's Common First Year Engineering students to transfer to UBCO.

Okanagan College has historically had approximately 10 students in their one-year Applied Science (Engineering) program and students mainly go to UBCO for their second year of a BASc. The main concern with this program is that students are lacking two key engineering courses which they had to make up once they transferred to UBCO. Recently, OC successfully signed on to the BC Common First Year Engineering program in an effort to expand the OC course offerings and thus improve the pathway opportunity with UBCO. By improving the transfer pathway, OC expects to attract more domestic and international students and increase the total number of students transferred provincially to other post-secondary Engineering programs to approximately 30 students. The intent is to direct the largest number of these students to UBCO.

2. **Proposal**

The goal of the agreement between OC and UBCO is to:

- Create more confidence among prospective students in the transfer process from OC to UBCO
- Allow the students to complete the first year of their Engineering studies at Okanagan College by completing the necessary transfer courses to be admitted to second year Engineering at UBCO.

To achieve this goal Okanagan College has developed an exact alignment of its first-year engineering program with that of UBCO's. The new Common First Year Engineering Certificate program at Okanagan College has all the same courses as UBCO's First Year Engineering (BASc). This curriculum alignment will allow students from Okanagan College to seamlessly transfer into second year Engineering (BASc) at UBCO.

As a result, OC would like to create a transfer agreement that would allow ten successful Okanagan College common first year engineering students guaranteed entry into second year engineering at UBCO. In subsequent years, OC anticipates that there could be up to 30 students a year transferring from Okanagan College to UBCO.

**3. Curriculum for the Common First Year Engineering Certificate Program**

The following table outlines the approved curriculum for Okanagan College's Common First Year Engineering Certificate program. The table also shows which courses that articulate with the UBCO courses and the BCCAT Common First Year Engineering courses.

| UBCO Courses | Okanagan College's First Year Common Engineering Certificate | BCCAT Common First Year Engineering course |
|---|---|---|
| APSC 172 | MATH 112 | CALC I |
| APSC 173 | MATH 122 | CALC II |
| APSC 180, 181, 182, 183 | CHEM 111, CHEM 121, PHYS 111, PHYS 202 | CHEM I, CHEM II, PHYS I, PHYS III |
| APSC 177 | COSC 111 | CSC I |
| APSC 176 | ENGL 100 | ENGL I |

| | | |
|---|---|---|
| | CMNS 133 | ENGL II |
| APSC 169, APSC 171 | ENGR 101, ENGR 111* | ENGR I, ENGR II |
| APSC 178 | PHYS 121 | PHYS II |
| APSC 179 | MATH 221 | LAGL I |

The shading indicates that the contained courses transfer as a block.

* ENGR 101 and ENGR 111 will be delivered by instructors with a professional engineering credential (e.g. P.Eng., Eng.L.) allowing for practice of engineering in Canada.

As noted above, the Okanagan Colleges curriculum aligns fully with the first-year curriculum at UBCO.

**4. Benefits to UBCO and OC**

The benefits to both UBCO and OC are numerous but a few can be identified as:

- Ability to build upon the existing relationship between OC and UBCO as a way to provide seamless transferability for students
- Ability to fill first year attrition at UBCO with OC students entering second year
- Providing increased access to students to Engineering programs through OC
- Providing increased access to the Engineering field for students who may have a lower GPA.

5. **Conclusion and Next Steps**

Okanagan College values the existing relationship with UBCO and is interested in creating a strong pathway for the OC Common First Year Engineering Certificate students to successfully transfer into second year of UBCO Engineering through the development of an official transfer agreement.

# Arts and Foundational Programs

**Criminal and Social Justice Diploma**
**Program revision:**

- Addition of courses
- Program Outline

**Rationale:**
The CSJ program has included a recommendation for students to take a “100-Level Philosophy Class.” This met the SFU transfer requirement for a PHIL course.

Since then, the CSJ program has developed its own philosophy course, PHIL 250: Applied Ethics for Criminal and Social Justice Professionals. The PHIL 250 meets the SFU transfer requirement. Therefore, we no longer need the recommendation for students to take PHIL 100. PHIL 250 has a pre-req of CRIM 111 and CRIM 121, which are already required courses for the CSJ program.

Currently students only have two free electives in the entire CSJ program. Increased availability of electives would help students meet a range of requirements for different university transfers. Removing the PHIL 100 recommendation would thus allow students to take one more elective and be more successful in transferring to degree programs. For these reasons, we recommend removing the PHIL 100 recommendation.

In order to increase the range of relevant courses CSJ students can choose for an elective, we would like to add SOCI: 250 Crime and Society to the list of electives students may choose from in Semester three of the program in the list under "And one of:". SOCI 250 has a pre-req of SOCI 111, which is already a required course for the CSJ program.
**Addition of courses:**
SOCI 250
**Program Outline:**

| Current Program Outline | Proposed Program Outline |
|---|---|
| **Year One**<br>Semester I<br>PSYC 111 Introduction to Psychology: Basic Processes<br>SOCI 111 Introduction to Sociology I<br>ENGL 100 University Writing<br>CRIM 111 Introduction to Criminology<br>POLI 101 Introduction to Politics Semester II<br>PSYC 121 Introduction to Psychology: Personal Functioning<br>SOCI 121 Introduction to Sociology II<br>CRIM 121 Introduction to the Criminal Justice System<br>GSWS 100 Introduction to Gender, Sexuality, and Women's Studies Electives (3 credits)*<br><br>**Year Two**<br>Semester III<br>CRIM 235 Canadian Law and Legal Institutions<br>CRIM 260 Social Science Research Methods<br>SOCI 270 Deviance and Social Control One of:<br>CRIM 240 Applied Ethics for Criminal and Social Justice Professions<br>PHIL 250 Applied Ethics for Criminal and Social Justice Professions<br>And one of:<br>PSYC 250 Interpersonal Relations<br>PSYC 231 Drugs and Behaviour<br>PSYC 242 Abnormal Psychology<br>PSYC 255 Introduction to Psychology and Law<br>PSYC 230 The Biopsychology of Behaviour<br><br>Semester IV<br>CRIM 210 Law, Youth and Young Offenders<br>CRIM 230 Criminal Law<br>CRIM 203 Psychological Perspectives on Crime and Deviance<br>And one of:<br>SOCI 271 Statistical Analysis in Sociology I<br>PSYC 270 Statistics and Data Analysis Electives (3 credits)*<br>* Electives should include a 100-level Philosophy course. | **Year One**<br>Semester I<br>PSYC 111 Introduction to Psychology: Basic Processes<br>SOCI 111 Introduction to Sociology I<br>ENGL 100 University Writing<br>CRIM 111 Introduction to Criminology<br>POLI 101 Introduction to Politics Semester II<br>PSYC 121 Introduction to Psychology: Personal Functioning<br>SOCI 121 Introduction to Sociology II<br>CRIM 121 Introduction to the Criminal Justice System<br>GSWS 100 Introduction to Gender, Sexuality, and Women's Studies<br>Electives (3 credits)<br><br>**Year Two**<br>Semester III<br>CRIM 235 Canadian Law and Legal Institutions<br>CRIM 260 Social Science Research Methods<br>SOCI 270 Deviance and Social Control One of:<br>CRIM 240 Applied Ethics for Criminal and Social Justice Professions<br>PHIL 250 Applied Ethics for Criminal and Social Justice Professions<br>And one of:<br>PSYC 250 Interpersonal Relations<br>PSYC 231 Drugs and Behaviour<br>PSYC 242 Abnormal Psychology<br>PSYC 255 Introduction to Psychology and Law<br>PSYC 230 The Biopsychology of Behaviour<br>SOCI 250 Crime and Society<br><br>Semester IV<br>CRIM 210 Law, Youth and Young Offenders<br>CRIM 230 Criminal Law<br>CRIM 203 Psychological Perspectives on Crime and Deviance<br>And one of:<br>SOCI 271 Statistical Analysis in Sociology I<br>PSYC 270 Statistics and Data Analysis<br>Electives (3 credits) |

**MATH 013 – 96 hours Introduction to Calculus**
**New course:**

**Rationale:**
Many students struggle in first year Calculus. The rationale for offering the course is to allow students an opportunity to preview Calculus as a non-credit course before moving on into first year. In addition, in Adult Upgrading we have more hours available to teach the course, which allows students more time to understand the material.
**Calendar description:**

This course is designed to (1) provide students with the mathematical knowledge and skills needed for post-secondary academic and career programs and (2) ease the transition from Provincial level Mathematics to first year calculus at college/university. Topics include an introduction to limits, continuity, derivatives, differentiation of algebraic functions, applications of the derivative, antiderivatives and differential equations. This course does not take the place of Math 112.

**Prerequisites:**
Minimum 67% grade in Mathematics 012 or Pre-Calculus 12

**Course outline:**

okanagan college

***Adult Upgrading Adult Basic Education Course Outline Instructional Course Outline Revised March 2021***

| | |
|---|---|
| **Program:** | Adult Upgrading |
| **Course Title:** | Introduction to Calculus |
| **Course Number:** | Math 013 |
| **Length of Course:** | 96 hours |
| **Prerequisites:** | Minimum 67% grade in Mathematics 012 or Pre-Calculus 12. |
| **Presentation Format hr/wk:** | Lecture 6 hr/wk (4 month semester) |

**COURSE DESCRIPTION**

This course is designed to (1) provide students with the mathematical knowledge and skills needed for post-secondary academic and career programs and (2) ease the transition from Provincial level Mathematics to first year calculus at college/university. Topics include an introduction to limits, continuity, derivatives, differentiation of algebraic functions, applications of the derivative, antiderivatives and differential equations. This course does not take the place of Math 112.

**GENERIC TOPIC OUTLINE**

**LEARNING OUTCOMES**

ABE Provincial Level Calculus is designed to (1) provide students with the mathematical knowledge and skills needed for post-secondary academic and career programs and (2) ease the transition from Provincial level Mathematics to first year calculus at college/university.

1. **Prelude to Calculus**

It is expected that learners will be able to:

a) demonstrate an understanding of the concept of the limit and notation used in expressing the limit of a function
b) evaluate the limit of a function analytically, graphically and numerically
c) distinguish between the limit of a function as $x$ approaches a and the value of the function at $x = a$
d) demonstrate an understanding of the concept of one and two-sided limits
e) evaluate limits at infinity
f) determine vertical and horizontal asymptotes using limits
g) determine continuity of functions at a point $x = a$
h) determine discontinuities and removable discontinuities
i) determine continuity of polynomial, rational, and composite functions

*Optional Outcomes:*

j) determine continuity of trigonometric functions
k) determine limits of trigonometric functions

**2. The Derivative**

It is expected that learners will be able to:

a) define and evaluate the derivative at $x = a$ as: $ff'(xx) = \lim_{xx \to aa} \frac{ff(xx) - ff(aa)}{xx - aa}$

b) distinguish between continuity and differentiability of a function
c) determine the slope of a tangent line to a curve at a given point
d) calculate derivatives of elementary, rational and algebraic functions
e) distinguish between rate of change and instantaneous rate of change
f) apply differentiation rules to applied problems
g) use Chain Rule to compute derivatives of composite functions
h) solve rate of change application problems
i) determine local and global extreme values of a function
j) solve applied optimization (max/min) problems

*Optional Outcomes:*

k) calculate derivatives of trigonometric functions and their inverses
l) calculate derivatives of exponential and logarithmic functions
m) use logarithmic differentiation
n) calculate derivatives of functions defined implicitly
o) solve related rates problems
p) use Newton's Method

**3. Applications of the Derivative**

It is expected that learners will be able to:

a) determine critical numbers and inflection points of a function
b) compute differentials
c) use the First and Second Derivative Tests to sketch graphs of functions
d) use concavity and asymptotes to sketch graphs of functions

*Optional Outcomes:*

e) differentiate implicitly
f) understand and use the Mean Value Theorem
g) apply L'Hopital's Rule to study the behaviour of functions

**4. Antiderivatives**

It is expected that learners will be able to:

a) compute antiderivatives of linear combinations of functions
b) use antidifferentiation to solve rectilinear motion problems
c) use antidifferentiation to find the area under a curve
d) evaluate integrals using integral tables and substitutions

*Optional Outcomes:*

e) use antidifferentiation to find the area between two curves
f) compute Riemann sums
g) apply the Trapezoidal Rule
h) solve initial value problems

**5. Differential Equations**

It is expected that learners will be able to:

a) derive a general solution of differential equations and find a particular solution satisfying initial conditions
b) derive differential equations that explain mathematical models in the applied sciences

**Implementation date:** September 2021

**Cost:** N/A

**MATH 080 – 160 hours Mathematics 080**
**Course revision:**

- Contact hours

**Rationale:**
There was a need to offer Math 80 in both a lectured and a self-paced format. Students are more successful in a lectured environment. We will keep offering a self-paced format for the students that can not attend classes on a daily basis.
**Contact hours:**

| Current | Proposed |
|---|---|
| 160 | 112 |

Math 080 can be completed in a lecture format for 112 hrs or a self paced format for 160hrs.
**Implementation date:** September 2021
**Cost:** N/A

**CMNS 136-3-3 Technical Writing & Communications for SBT I**
**New course:**
**Rationale:**
Over time, the learning outcomes, service course needs and accreditation body requirements have evolved so CMNS 143-051 (fall) and CMNS 133-051 (winter) no longer match other sections of CMNS 133 & 143. After consultation with instructors, the registrar's office, and students, it was determined the non-sequential numbering was also problematic. These cumulative changes prompted faculty to determine that both a formal course revision and a number change was warranted.
**Calendar description:**
This course develops technical writing and speaking skills for Sustainable Building Technology students. Learners will write a range of documents, including summaries, memos, letters, employment applications, instructions, and technical manuals. They will learn to consider their audience and their reason for communicating and to adapt their style to reach that audience and achieve their purpose. They will also learn to plan, draft, and edit efficiently. Students with credit for CMNS 143 may not take CMNS 136 without approval from SBT Chair (3,0,0)
**Prerequisites: N/A**
**Course outline:**

**CMNS 136 (SBT) : Technical Writing & Communication I Fall**

| | |
|---|---|
| **Instructor:** | **XX** |
| **Office:** | **Penticton** |
| **E-mail:** | **X@okanagan.bc.ca** |
| **Office hours:** | **XX** |
| **Class hours:** | **XX** |

**Course Description:**

This course develops foundational technical writing and speaking skills as they pertain to Sustainable Construction principles. Students will write a range of documents including case analyses, proposals, progress reports and formal research reports. Students will also work in groups to learn team-based project management principles, developing a major research project alongside the construction fundamentals taught in SCMT 124 (Sustainable Build Environment). Major assignments will be delivered through both

written and oral formats to develop a range of professional communication skills. Students with credit for CMNS 132 cannot take this course for further credit. (3,0,0) Prerequisites:

- ABE ENGL 012[1] or English 12[2] or English 12 First Peoples[2] or Language Proficiency Index[3] [1]

minimum grade of 60 required
[2] minimum score of 60 required
[3] minimum score of 24 required

**Learning Outcomes:**

Upon successful completion of this course, students should be able to:

- Define technical writing and communications and describe their purposes and key characteristics within the context of building sustainability.
- Identify and use correct English grammar, punctuation, sentence and paragraph structure
- Implement construction-focused technical communication including an oral pitch, progress report, written project proposal, and formal research
- Analyze audience, purpose and identify sound rhetorical choices for projects directed at sustainable business practices and related green building industries
- Perform basic secondary research in trade journals, industry reports & assessments and construction project plans and integrate it into technical documents
- Understand and use the basics of APA documentation style
- Describe and deliver effective and engaging individual and group oral presentations with consideration given to audiences of sustainability technologists and building engineers

**Course Format:**

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and case studies. As a learner-centred course, students share responsibility with the instructor for the success of each class session. Having carefully read and contemplated the texts and topics under consideration in advance of a given class, students should be prepared for vibrant class discussion. Classes will feature a fluid combination of lectures, presentations, individual and collaborative work, workshops, and seminars.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. If you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, you will probably to the same at work. A high level of student involvement and developing professionalism is expected in this class as you work towards your goal.

**Readings:**

There is no textbook for this course. Course readings will be available online, through our class Moodle page, or at the library.

- Location of each reading will be specified in the course schedule.
- It is your responsibility to access these readings as required before the date we will cover them in class.
- Please ensure that you have access to the readings in either print or electronic format for the classes in which they are scheduled (i.e. print them off and bring them to class or have a laptop/tablet with the reading saved to its hard drive).

**Course Assessment & Assignments:**

1. **Project Proposal (Group) 10%**
    a. **Oral Brief 1 (Group) 05%**
2. **Midterm Exam 15%**
3. **Progress Report (Individual) 10%**
    a. **Oral Brief 2 (Group) 05%**
4. **Research Report (Group) 20%**
    a. **Oral Brief 3 (Group) 15%**
5. **Participation & Exercises 20%**

**This includes attendance, preparation, responses to study questions, informal group presentations, engagement in-class activities, and low-stake writing exercises.**

**Method of Instruction:**

As this is a learner-centred course, students share responsibility with the instructor for the success of each class session. Having carefully read and contemplated the texts and topics under consideration in advance of a given class, you should be prepared for and contribute to vibrant class discussion. Classes will feature a combination of lectures, presentations, individual and collaborative work, workshops, and seminars, and will require active student participation at all times. Lectures are intended to provide the theory necessary for engaging critically with the topics we will encounter. Workshop and other collaborative sessions will give you the chance to interact with peers while applying the skills we are cultivating. Coming to class prepared (having completed all reading and writing homework for the date assigned) is essential to your personal success in this course; vibrant contributions to discussions and enthusiastic participation in activities are essential to the overall success of the course.

Like most courses that teach written communication, CMNS 136 often functions as a workshop. This means students do a lot of collaborative work. You will be relying on one another for thoughtful, timely feedback; workshops will work only to the extent that you are responsible to each other as colleagues. Further, since this course aims to cultivate several skills—how to read and think critically, how to create precise and persuasive professional documents, how to edit—and since CMNS 136 concentrates on teaching the fundamental processes of technical communication, classes cannot adequately be made up by copying the notes of a student who did attend. Therefore, full participation and regular attendance are critical to your success in this course.

**Evaluation & Assessment:**

Detailed criteria and due dates will be provided for each assignment; copies will be available on the course Moodle page. Criteria will vary according to each assignment's audience, purpose, content and communications medium and will be developed in advance of a given assignment's submission date. In some instances, students will also engage in reflective self- assessment as a means of better integrating evaluation with learning. Details will be provided for each assignment in the class notes and/or assignment rubrics closer to the due dates. It is your responsibility to access this information and know when assignments are due; the class schedule tells it all. Feel free to fire up an email if you need more clarification but please ensure you have read what has already been posted on Moodle before you email me.

**Professionalism:**

In the professional realm—i.e. the "real world" of work—professional conduct is of the utmost importance to your successful career: therefore, your success in this course will be connected to your ability to conduct yourself professionally in all matters relating to course communications, both inside and outside of the classroom. Professionalism in this context is tied both to your ability to

abide by the rules for classroom etiquette detailed below and to your relationship with your instructor and your class colleagues. To contribute to an atmosphere of professional conduct, be sure to do the following consistently:

- inspire mutual respect among classmates and instructor;
- arrive on time for each class;
- bring appropriate materials, including the text book and writing/note-taking tools, to each class;
- take responsibility for following instructions and assignment requirements by listening carefully, reviewing class notes, and checking the syllabus and the information posted on the course Moodle page thoroughly before requesting information from classmates or instructor;
- listen attentively while others are speaking (without interrupting or distracting from classroom discussions);
- submit work on time, and in the manner required (i.e. hard copy or electronic copy, etc.);
- adhere to the highest standards of grammar, formatting, and professional tone in all correspondence, including e-mail;
- say please and thank you when requesting or after receiving help or other guidance!

In other words, model the behaviours that will be expected of you in a professional workplace. Doing so will make all of our interactions—inside and outside of the classroom—more collegial and productive.

CMNS 136 provides an apprenticeship in technical communication. Thus, the professionalism grade rewards disciplined professional behaviour that can be learned and practiced regardless of your comfort with and proficiency in written communication. Whether or not you feel confident yet as a written communicator, you can still be recognized for and gain proficiency in behaviours and practices you can control. The behaviours are listed above, while the practices include:

- reading assigned material, and writing and writing about and discussing it regularly in an attempt to gain understanding;
- exploring the subject matter of the course with energy and concentration;
- showing up—on time (or notifying me ahead of time when you can't);
- meeting deadlines (or notifying me ahead of time when you can't);
- trying out new ways of communicating;
- putting assignments through an extensive drafting and revision process;
- responding to the drafts of others;
- reflecting on personal communication processes;
- behaving appropriately and professionally toward me and your class colleagues both inside and outside of class.

So while you may not yet produce in CMNS 136 the best pieces of written communication ever conceived, you will learn a range of practices and strategies that can help improve your overall communication skills in the years ahead.

Towards the end of term you will reflect upon the level of professionalism you feel you have displayed during the course and, in collaboration with me, will assign yourself a fair and appropriate grade for this portion of the course evaluation. Please note, however, that final say in what professionalism grade you will receive for the course remains with me.

A special note about cell phones, laptops, and other digital devices: Of course you may bring your laptop or tablet to class for note taking, accessing course readings, etc., but if you spend more time staring at your screen than engaging in the task at hand in class—especially if you have Facebook or Gmail or some other site open—your professionalism grade will reflect that.

Cell phones may be used freely in class (other than phone calls of course). However, if the usage of a cell phone impedes your ability to pay attention, engage and participate in class activities (lectures, exercises etc…), your professionalism grade will reflect that.

*Note: The penalty for this behaviour will increase exponentially for every infraction. I.e. the first time I see you, you will lose 1 mark from your final grade; the second time I see you, 2 marks will be deducted from your final grade; the third time it will be 4 marks, the fourth is 8 marks, and so on.

**Attendance:**

Full participation and regular attendance are critical to your success in this course. Attendance will be graded, and you are expected to attend class regularly, not missing more than 160 minutes of class time (i.e. for us, this equals one class session). Beyond this:

- you will lose 10% of your attendance grade for every 80 minutes (0.5 of a class session) of missed class time unless arrangements have been made in writing with me before your absence, or you provide me with a doctor's note detailing your illness upon your return
- three late arrivals and/or three early departures—entering the class after the day's activities have begun and/or leaving before the end of the scheduled class time—will be considered one absence; attendance means coming to class on time and staying there until the end (if for any reason you must arrive late or leave early, you should notify me in writing and in advance to avoid losing attendance marks)

Please note that a heavy work load in other courses and any extra-curricular commitments including but not limited to work or sports teams are not adequate excuses to miss class and absences will not be excused for these reasons. If you miss a class, it is your responsibility to catch up by contacting a classmate. Do not email me and ask what you missed. I will not re- teach material already covered in a class that you did not attend, whether or not your absence was excused.

ALSO: Attendance at workshops and draft review sessions for all assignments is essential. Unless prior arrangements have been made with me, 5% will be deducted from the final grade of the submitted assignment if you do not participate in the in-class workshop or draft review for any reason (such as not coming to class, showing up with an incomplete draft, or not arriving with a printed hard copy).

**Exercises/Quizzes:**

Exercises and quizzes, to be completed both in class and for homework, will be assigned on a regular basis. Each exercise and quiz is weighted equal to all others, and your final Exercises/Quizzes grade will be an average of all marks in this category.

Exercises will be graded by a 0-1-2 system, which stands for unacceptable (0%), acceptable (50%), and excellent (100%). (A rubric describing what kind of work will generate each of these scores will be provided on Moodle.) Scores for exercises will be assigned primarily on the basis of completeness and evidence of effort rather than on correctness. Due to the quantity of exercises completed during the term, I do not generally provide written feedback with the grade; however, should you ever desire feedback on an exercise, I am more than happy to sit down with you during my office hours. I will not give feedback on exercises via Moodle or email.

Quizzes will be assigned a percentage grade and are assessed in the traditional manner (i.e. for correctness).

**Late Assignments:**

Unless prior arrangements are made with the professor and student, a late assignment or exercise will

be given a grade of zero. It is your responsibility to ensure all assignments are submitted by 11:55pm on the duedate.

If there are extenuating circumstances that may impede your ability to submit an assignment or exercise, please get in touch with me, in writing (i.e. e-mail) prior to the assignment being due. I can assist in making alternative arrangements if you are in contact prior to any work being due. If you choose to contact me after the due date, you will be given a zero grade, no exceptions.
**Implementation date:** June 2021
**Cost:** N/A

**CMNS 146-3-3 Technical Writing & Communications for SBT II**
**New course:**
**Rationale:**
Over time, the learning outcomes, service course needs and accreditation body requirements have evolved so CMNS 143-051 (fall) and CMNS 133-051 (winter) no longer match other sections of CMNS 133 & 143. After consultation with instructors, the registrar's office, and students, it was determined the non-sequential numbering was also problematic. These cumulative changes prompted faculty to determine that both a formal course revision and a number change was warranted.
**Calendar description:**
This course further develops technical writing and speaking skills for Sustainable Building Technology students. Learners will write a range of documents, including summaries, memos, letters, employment applications, instructions, and technical manuals.
They will learn to consider their audience and their reason for communicating and to adapt their style to reach that audience and achieve their purpose. They will also learn to plan, draft, and edit efficiently. Students with credit for CMNS 133 may not take 146 without approval of the SBT chair. (3,0,0)
**Prerequisites:**
CMNS 136 – Technical Writing & Communications for SBT I
**Course outline:**

# Technical Writing and Communications II

OKANAGAN COLLEGE | DEPARTMENT OF COMMUNICATIONS | CMNS 146 SYLLABUS | Winter 20XX

| | |
|---|---|
| **Instructor:** | **XX** |
| **Office:** | **Penticton** |
| **E-mail:** | **X@okanagan.bc.ca** |
| **Office hours:** | **XX** |
| **Class hours:** | **XX** |

## Course Description:

This course further develops technical writing and speaking skills with focus given to job prep and interpersonal communications. Students will write a range of documents, including summaries, memos, letters, employment applications and technical descriptions. They will learn to consider their audience and their reason for communicating and to adapt their style to reach that audience and achieve their purpose. Students will engage in strategic communication that appeals to wide range of audiences including clients, customers, employers and project partners. Students with credit for CMNS 132 cannot take this course for further credit. (3,0,0)

Prerequisite: CMNS 136

**Learning Outcomes:**
As a result of active participation, a student can expect to:

- Understand the importance of communications including the nonverbal component
- Develop audience-specific documents including memos, employment packages and technical descriptions that reflect current best practices for construction industries
- Apply persuasive communication strategies to scenarios involving stakeholder relations, employment opportunities and conflict management.
- Compose written and oral communication that is strategic and adaptable for levels of service within the construction industry
- Apply a technical style that is coherent to professionals in the sustainability and green building industries
- Learn how personal selling, interpersonal communication and stakeholder engagement applies to construction-based industry environments.

**Readings:**
There is no textbook for this course. Course readings will be available online, through our class Moodle page, or at the library.

- Location of each reading will be specified in the course schedule.
- It is your responsibility to access these readings as required before the date we will cover them in class.
- Please ensure that you have access to the readings in either print or electronic format for the classes in which they are scheduled (i.e. print them off and bring them to class or have a laptop/tablet with the reading saved to its hard drive).

**Evaluation:**

| Assignment | Due Date | Weight |
|---|---|---|
| Employment Pitches | Jan. 22 | 5% |
| Employment Package | Jan. 29 | 10% |
| Adjustment Letter | Feb. 12 | 10% |
| In-Class Midterm* | March. 5 | 15% |
| Technical Description | March. 12 | 15% |
| Technical Description Presentation | March. 12 | 5% |
| Group Technical Report + presentation | April. 9 | 20% |
| Weekly Exercises | Ongoing | 10% |
| Attendance/Participation | Ongoing | 5% |
| Professionalism | Ongoing | 5% |
| Total Course Grade | | 100% |

*Note: Students must pass the midterm in order to pass the course.

**Assignment Details:**

These are summaries for quick reference; full assignment details can be found in Moodle.

EMPLOYMENT PACKAGE

Consisting of a cover letter and resume, the employment package will reflect your actual current skills and qualifications. Students will choose an appropriate past or current co-op position posting to "apply" for.

EMPLOYMENT PITCH PRESENTATION

This 3-minute individual oral presentation provides students the opportunity to sell themselves to an employment panel, highlighting their skills and qualifications toward a particular position in their field.

IN-CLASS MIDTERM

The midterm will focus on evaluating students' writing skills rather than on their conceptual knowledge of a topic. Students must pass the midterm in order to pass the course.

Adjustment Letter

This short letter will test student's abilities to respond accurately and strategically to a negative scenario posed by a 'client' in a letter format.

Technical Description
This assignment requires students to utilize techniques learned in class to write an extended description of a piece of technology related to their field of study. The assignment is to be presented in proper technical report format.

Technical Description Presentation
This 3-5 minute presentation tasks students with taking the written technical description assignment and making it suitable to present to a listening audience, including the incorporation of appropriate visual aids.

Group Technical Report + Presentation
Students will work to enhance their research and presentation skills through analyzing specific cases that require prepared responses on technical, ethical and audience-conscious questions. This assignment will be accompanied by a written report, providing clear and organized rationale toward the prepared responses.

EXERCISES/QUIZZES
These will be based on writing fundamentals and will be assigned as in-class and homework assignments. They will be ongoing throughout the term.

ATTENDANCE
Students are expected to attend all class sessions. The method of tracking and grading attendance is detailed below.

PROFESSIONALISM
Students are expected to comport themselves professionally both inside and outside of the classroom. The method of tracking and grading professionalism is detailed below.

**Method of Instruction:**
As this is a learner-centred course, students share responsibility with the instructor for the success of each class session. Having carefully read and contemplated the texts and topics under consideration in advance of a given class, you should be prepared for and contribute to vibrant class discussion. Classes will feature a combination of lectures, presentations, individual and collaborative work, workshops, and seminars, and will require active student participation at all times. Lectures are intended to provide the theory necessary for engaging critically with the topics we will encounter. Workshop and other collaborative sessions will give you the chance to interact with peers while applying the skills we are cultivating. Coming to class prepared (having completed all reading and writing homework for the date assigned) is essential to your personal success in this course; vibrant contributions to discussions and enthusiastic participation in activities are essential to the overall success of the course.

Like most courses that teach written communication, CMNS 146 often functions as a workshop. This means students do a lot of collaborative work. You will be relying on one another for thoughtful, timely feedback; workshops will work only to the extent that you are responsible to each other as colleagues. Further, since this course aims to cultivate several skills —how to read and think critically, how to create precise and persuasive professional documents, how to edit—and since CMNS 146 concentrates on teaching the fundamental processes of technical communication, classes cannot adequately be made up by copying the notes of a student who did attend. Therefore, full participation and regular attendance are critical to your success in this course.

**Evaluation & Assessment:**
Detailed criteria and due dates will be provided for each assignment; copies will be available on the course Moodle page. Criteria will vary according to each assignment's audience, purpose, content,

and communications medium and will be developed in advance of a given assignment's submission date. In some instances, students will also engage in reflective self- assessment as a means of better integrating evaluation with learning. Details will be provided for each assignment in the class notes and/or assignment rubrics closer to the due dates. It is your responsibility to access this information and know when assignments are due; the class schedule tells it all. Feel free to fire up an email if you need more clarification but please ensure you have read what has already been posted on Moodle before you email me.

**Professionalism:**
In the professional realm—i.e. the "real world" of work—professional conduct is of the utmost importance to your successful career: therefore, your success in this course will be connected to your ability to conduct yourself professionally in all matters relating to course communications, both inside and outside of the classroom. Professionalism in this context is tied both to your ability to abide by the rules for classroom etiquette detailed below and to your relationship with your instructor and your class colleagues. To contribute to an atmosphere of professional conduct, be sure to do the following consistently:

- inspire mutual respect among classmates and instructor;
- arrive on time for each class;
- bring appropriate materials, including the text book and writing/note-taking tools, to each class;
- take responsibility for following instructions and assignment requirements by listening carefully, reviewing class notes, and checking the syllabus and the information posted on the course Moodle page thoroughly before requesting information from classmates or instructor;
- listen attentively while others are speaking (without interrupting or distracting from classroom discussions);
- submit work on time, and in the manner required (i.e. hard copy or electronic copy, etc.);
- adhere to the highest standards of grammar, formatting, and professional tone in all correspondence, including e-mail;
- say please and thank you when requesting or after receiving help or other guidance!

In other words, model the behaviours that will be expected of you in a professional workplace. Doing so will make all of our interactions—inside and outside of the classroom—more collegial and productive.

CMNS 146 provides an apprenticeship in technical communication. Thus, the professionalism grade rewards disciplined professional behaviour that can be learned and practiced regardless of your comfort with and proficiency in written communication. Whether or not you feel confident yet as a written communicator, you can still be recognized for and gain proficiency in behaviours and practices you can control. The behaviours are listed above, while the practices include:

- reading assigned material, and writing and writing about and discussing it regularly in an attempt to gain understanding;
- exploring the subject matter of the course with energy and concentration;
- showing up—on time (or notifying me ahead of time when you can't);
- meeting deadlines (or notifying me ahead of time when you can't);
- trying out new ways of communicating;
- putting assignments through an extensive drafting and revision process;
- responding to the drafts of others;

- reflecting on personal communication processes;
- behaving appropriately and professionally toward me and your class colleagues both inside and outside of class.

So while you may not yet produce in CMNS 146 the best pieces of written communication ever conceived, you will learn a range of practices and strategies that can help improve your overall communication skills in the years ahead.

Towards the end of term you will reflect upon the level of professionalism you feel you have displayed during the course and, in collaboration with me, will assign yourself a fair and appropriate grade for this portion of the course evaluation. Please note, however, that final say in what professionalism grade you will receive for the course remains with me.

A special note about cell phones, laptops, and other digital devices:
Of course you may bring your laptop or tablet to class for note taking, accessing course readings, etc., but if you spend more time staring at your screen than engaging in the task at hand in class—especially if you have Facebook or Gmail or some other site open—your professionalism grade will reflect that. In addition, every time I see you looking at Facebook, emailing, etc., I will deduct marks from your final grade*.

Cell phones must be turned off and put away during class. If they are not, your professionalism grade will reflect that. In addition, if I see you using a cell phone in class for any reason—texting, emailing, etc.—I will deduct marks from your final grade*.

*Note: The penalty for this behaviour will increase exponentially for every infraction. I.e. the first time I see you, you will lose 1 mark from your final grade; the second time I see you, 2 marks will be deducted from your final grade; the third time it will be 4 marks, the fourth is 8 marks, and so on.

**Attendance:**
Full participation and regular attendance are critical to your success in this course. Attendance will be graded, and you are expected to attend class regularly, not missing more than 160 minutes of class time (i.e. for us, this equals one class session). Beyond this:

- you will lose 10% of your attendance grade for every 80 minutes (0.5 of a class session) of missed class time unless arrangements have been made in writing with me before your absence, or you provide me with a doctor's note detailing your illness upon your return
- three late arrivals and/or three early departures—entering the class after the day's activities have begun and/or leaving before the end of the scheduled class time—will be considered one absence; attendance means coming to class on time and staying there until the end (if for any reason you must arrive late or leave early, you should notify me in writing and in advance to avoid losing attendance marks)

Please note that a heavy work load in other courses and any extra-curricular commitments including but not limited to work or sports teams are not adequate excuses to miss class and absences will not be excused for these reasons. If you miss a class, it is your responsibility to catch up by contacting a classmate. Do not email me and ask what you missed. I will not re- teach material already covered in a class that you did not attend, whether or not your absence was excused.

ALSO: Attendance at workshops and draft review sessions for all assignments is essential. Unless prior arrangements have been made with me, 5% will be deducted from the final grade of the submitted assignment if you do not participate in the in-class workshop or draft review for any reason (such as

not coming to class, showing up with an incomplete draft, or not arriving with a printed hard copy).

Exercises/Quizzes

Exercises and quizzes, to be completed both in class and for homework, will be assigned on a regular basis. Each exercise and quiz is weighted equal to all others, and your final Exercises/Quizzes grade will be an average of all marks in this category.

Exercises will be graded by a 0-1-2 system, which stands for unacceptable (0%), acceptable (50%), and excellent (100%). (A rubric describing what kind of work will generate each of these scores will be provided on Moodle.) Scores for exercises will be assigned primarily on the basis of completeness and evidence of effort rather than on correctness. Due to the quantity of exercises completed during the term, I do not generally provide written feedback with the grade; however, should you ever desire feedback on an exercise, I am more than happy to sit down with you during my office hours. I will not give feedback on exercises via Moodle or email.

Quizzes will be assigned a percentage grade and are assessed in the traditional manner (i.e. for correctness).

**Implementation Date:** June 2021
**Cost:** N/A

**Motion: That Education Council approves the new course: ECON 295 Special Topics in Economics as recommended by the CPRC-AFP:**

**ECON 295-3-3 Special Topics in Economics**
**New course:**
**Rationale:**
The Department of Economics would like to offer an Intermediate Economics course, with a focus on contemporary topics emanating from the field of Economics. The course topic will vary based on Faculty interest and Student demand.
**Calendar description:**
This course examines selected topics in Economics at the post-principles level that are of interest to students and in line with professors' research interests. Topics deal with current events and practical applications of Economics and are aimed to equip students with the knowledge and skills required in the current and future labour market. Consult with the Department for current offerings.
**Prerequisites:**
Second year standing and permission of the Department
**Course outline:**

# DEPARTMENT OF ECONOMICS

## Arts and Foundational Programs

### ECON295: Special Topics in Economics (3,0,0)

**Professor: xxxxx** **Phone: xxxxx**

**E-Mail: xxxxx** **Office Hours: xxxxx**

**Course Description:**
This course examines selected topics in Economics at the post-principles level that are of interest to students and in line with professors' research interests. Topics deal with current events and practical applications of Economics and are aimed to equip students with the knowledge and skills required in the current and future labour market. Consult with the Department for current offerings.

**Prerequisites:**
Second year standing and/or permission of the Department.

**Learning Objectives:**
The learning objectives will vary with the specific topic presented. Demonstrated learning of the special topic will be required by students, in the form of written and/or oral expression.

**Student evaluation:**
A combination of quizzes, midterms, assignments and/or presentations, and final examination will be used to assess student learning.

**Text/materials:**
Varies with the course offered.

**Academic Integrity:**
Students are advised to consult the College's official policies on the consequences of cheating and plagiarism. Please consult the following for further information: http://webapps-5.okanagan.bc.ca/ok/Calendar/GeneralAcademicRegulationsandPolicies

**Student Conduct:**
Please consult the following link for information regarding student conduct and general health and safety: http://webapps-5.okanagan.bc.ca/ok/Calendar/StudentConduct

**Implementation Date:** September 2021
**Cost:** N/A

**Motion: That Education Council approves the new course: ECON 395 Special Topics in Economics as recommended by the CPRC-AFP:**

**ECON 395-3-3 Special Topics in Economics**
**New course:**
**Rationale:**
The Department of Economics would like to offer a specialized Economics course, with a focus on contemporary topics emanating from the field of Economics. The course topic will vary based on Faculty interest and Student demand, and it is envisaged that experiential learning activities will be incorporated.
**Calendar description:**
This course examines selected topics in Economics at a specialized level that are of interest to students and in line with professors' research interests. Topics deal with current events and practical applications of Economics and are aimed to equip students with the knowledge and skills required in the current and future labour market. Consult with the Department for current offerings.
**Prerequisites:**
Third year standing and permission of the Department
**Course outline:**

# DEPARTMENT OF ECONOMICS

**Arts and Foundational Programs**

**ECON395: Special Topics in Economics (3,0,0)**

**Professor: xxxxx** **Phone: xxxxx**

**E-Mail: xxxxx** **Office Hours: xxxxx**

**Course Description:**
This course examines selected topics in Economics at a specialized level that are of interest to students and in line with professors' research interests. Topics deal with current events and practical applications of Economics and are aimed to equip students with the knowledge and skills required in the current and future labour market. Consult with the Department for current offerings.

**Prerequisites:**
Third year standing and/or permission of the Department.

**Learning Objectives:**
The learning objectives will vary with the specific topic presented. Demonstrated learning of the special topic will be required by students, in the form of written and/or oral expression.

**Student evaluation:**
A combination of quizzes, midterms, assignments and/or presentations, and final examination will be used to assess student learning.

**Text/materials:**
Varies with the course offered.

**Academic Integrity:**
Students are advised to consult the College's official policies on the consequences of cheating and plagiarism. Please consult the following for further information: http://webapps-5.okanagan.bc.ca/ok/Calendar/GeneralAcademicRegulationsandPolicies

**Student Conduct:**
Please consult the following link for information regarding student conduct and general health and safety: http://webapps-5.okanagan.bc.ca/ok/Calendar/StudentConduct

**Implementation Date:** September 2021
**Cost:** N/A

# Trades and Apprenticeship

**Entry Level Automotive Collision Repair/Refinishing Prep Technician Program**

**Program Revision:**

- Delivery format
- Graduation requirements
- Program description
- Program name
- Program outline

**Rationale:**

In response to the trades harmonization program across Canada, the Industry Training Authority has completed a program change to the Automotive Collision repair Red Seal program. This program reflects the changes made by the Industry Training Authority.

**Delivery format:**

| Current | Proposed |
|---|---|
| In person | In person & online |

**Graduation requirements:**

| Current | Proposed |
|---|---|
| Minimum passing grade per component is 70 percent | Minimum passing grade is a GGA of seventy percent (70%) with no less than fifty percent (50%) per course |

**Program description:**

This 36-week (1080 hour) program has been designed to take a student with little or no previous experience in the automotive collision repair trades and supply them with the necessary skills to seek employment in this industry as an apprentice. Courses in this program follow the Industry Training Authority's automotive Collision and Refinishing common core level 1 and will introduce students to the many aspects of the automotive collision repair trades with a focus on developing practical skills. Graduates of this program will receive Industry Training Authority (ITA) credit for Automotive Collision and Refinishing common core level 1 technical training and will also receive 625 work-based hours towards either their Automotive Collision Repair apprenticeship or 450 hours toward their Automotive refinishing apprenticeship.

**Program name:**

Entry Level Automotive Collision and Refinishing Program

**Program outline:**

**ENTRY LEVEL AUTOMOTIVE COLLISION AND REFINISHING PROGRAM**

**This 36-week (1080 hour) program has been designed to take a student with little or no previous experience in the automotive collision repair trades and supply them with the necessary skills to seek employment in this industry as an apprentice. Courses in this program follow the Industry Training Authority's automotive Collision and Refinishing common core level 1 and will introduce students to the many aspects of the automotive collision repair trades with a focus on developing practical skills.**

**Graduates of this program will receive Industry Training Authority (ITA) credit for Automotive Collision and Refinishing common core level 1 technical training and will also receive 625 work-based hours towards either their Automotive Collision Repair apprenticeship or 450 hours toward their Automotive refinishing apprenticeship.**

CLSN 101 Safety in the Collision Repair Industry (50 HOURS)

This course introduces the learner to safe work practices and to the WorkSafeBC Occupational Health and Safety Regulations relating to safety procedures in the Automotive Collision Repair industry.

CLSN 102 Documentation and Communication in the Workplace (60 HOURS)

This course introduces the learner to the composition of reports, the use of collision repair manuals, required communication skills, and the necessary mathematics required in the Collision Repair industry.

CLSN 103 Tools and Equipment (80 HOURS)

This course introduces the learner to the selection, maintenance, and safe operation of automotive collision repair tools and equipment.

CLSN 104 Vehicle Construction and Components (70 HOURS)

This course involves bolt-on panel replacement and alignment techniques as well as door, fixed glass, and moveable glass servicing

CLSN 105 Prepare Surfaces (170 HOURS)

This course introduces the learner to the various steps and processes involved in preparing a vehicle surface for the refinishing process.

CLSN 106 Welding and Heating Equipment (120 HOURS)

This course introduces the learner to the various heating and welding techniques used on modern vehicles.

CLSN 107 Sheet Metal Repair (180 HOURS)

This course introduces the learner to various sheet metal damage repair techniques used in the collision repair industry.

CLSN 108 Plastic and Composites (60 HOURS)

This course involves repair techniques to various types of automotive plastics and composites including fiberglass reinforces plastic and sheet molded compound.

CLSN 109 Repair Materials, Refinishing Coatings and Equipment (50 HOURS)

This course introduces the learner to the types, proper usage, and application techniques of various type of automotive repair materials and coatings that are used in the refinishing process.

CLSN 110 Panel Replacement (74 HOURS)

This course involves techniques used in the replacement of welded non-structural body components.

CLSN 111 Mechanical (24 HOURS)

This course introduces the learner to diagnostic and servicing techniques to the automotive, HVAC, electrical, and restraint systems as they apply to the collision repair process.

CLSN 112 Pre-Delivery (40 HOURS)

This course involves pre-delivery inspection, refinish detailing, customer relations techniques, and paid finishes maintenance as they apply to the collision repair process.

CLSN 113 Preparation for Employment (30 HOURS)

This course involves the preparation and review of resumes and introduces the learner to job interview procedures.

CLSN 114 Automotive Collision and Refinishing Level1Exam (12 HOURS)

This course involves curriculum review, preparation for final exam, and completion of the Collision Repair and Refinishing common core exam.

CLSN 115 Industry Work Term (60 HOURS)

Learner will be assigned to an employer for a two-week period where they will have the opportunity to demonstrate their skills acquired throughout the program.

**Implementation date:** September 2021
**Cost:** N/A

# Business and Aviation Programs

**BUAD 112-3-3 Introduction to Entrepreneurship**
**New course:**
**Rationale:**
This is a critical offering designed to introduce the world of Entrepreneurship to students who are applying to the Entrepreneurship stream of the BBA.
**Calendar description:**
This course provides an introduction to entrepreneurship and an opportunity to determine if the entrepreneurship specialty is the right path for business and social leaders. Students will examine the elements of entrepreneurial thinking and methodologies used to determine when an idea may be an opportunity, acquire intrapreneurial know-how by offering viable solutions to challenges, and research and refine a business opportunity and pitch the idea. The goals should be to improve the economy, make money, create jobs, and positively influence environmental and social outcomes.
**Prerequisites:**
BUAD 111
**Corequisites:**
BUAD 195
**Course outline:**

Okanagan College

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 112** |
| Course Title: | **Introduction to Entrepreneurship** |
| Credits: | 3 |
| Calendar Description: | This course provides an introduction to entrepreneurship and an opportunity to determine if the entrepreneurship specialty is the right path for business and social leaders. Students will examine the elements of entrepreneurial thinking and methodologies used to determine when an idea may be an opportunity, acquire intrapreneurial know-how by offering viable solutions to challenges, and research and refine a business opportunity and pitch the idea. The goals should be to improve the economy, make money, create jobs, and positively influence environmental and social outcomes. |
| Semester and Year: | **Winter 2022** |
| Prerequisite(s): | BUAD 111 |
| Corequisite(s): | BUAD 195 |
| Prerequisite to: | BUAD 212 |

| | |
|---|---|
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | You cannot receive credit for BUAD 293 if you already have credit for BUAD 112 (added to 293 course?) |
| Originally Developed: | December 2020 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Jane Doe*** | | ***K: XXXX*** | |

**Learning Outcomes**

Upon completion of this course students will be able to

- describe the process and mechanics of starting a business.
- develop idea generation processes and client interview skills
- explain the characteristics, abilities and attitudes that are associated with successful entrepreneurs.
- critique the viability of business opportunities that have been identified
- estimate the market and financial feasibility of venture ideas through an analysis of business models
- demonstrate good teamwork skills using clearly outlined roles and responsibilities, open communication, respect, and shared goals.
- demonstrate presentation skills with a Pitch that grabs the listener's attention, holds their interest and concludes strongly.

**Course Objectives**

This course will cover the following content:

Please refer to the weekly Course Schedule

**Evaluation Procedure (add some form of self-evaluation or peer evaluation?)**

| **Individual Based** | |
|---|---|
| Entrepreneurial Opportunity Identification Log | 10% |
| VentureBlocks Simulation | 10% |
| Quizzes | 40% |
| Class Work/Participation | 10% |
| **Team Based** | |
| Pitch | 10% |
| Startup Game Simulation and Report | 20% |
| Total | 100% |

**Required Texts/Resources**

1. Neck, Heidi; Neck, Christopher; and Murray, Emma; 2017. Entrepreneurship: The Practice and Mindset. SAGE Publishing. ISBN: 9781483383521

2. VentureBlocks Simulation, ISBN: 9781506384382
3. Mollick, Ethan; 2014. Entrepreneurship Simulation: The Startup Game. Harvard Business Publishing.
4. Student Resources: edge.sagepub.com/neckentrepreneurship

**Course Schedule**

| Week | Topics, Required Readings from text and course materials | Quizzes and Coursework Due Dates |
|---|---|---|
| 1 | Course Introduction<br>1. Entrepreneurship: A Global Social Movement | |
| 2 | 2. Practicing Entrepreneurship | |
| 3 | 3. Developing an Entrepreneurial Mindset | Quiz 1 (Chapters 1 & 2) |
| 4 | 4. Supporting Social Entrepreneurship | |
| 5 | Design Thinking Introduction<br>5. Generating New Ideas | VentureBlocks Simulation |
| 6 | 6. Using Design Thinking | Quiz 2 (Chapters 3 - 5) |
| 7 | 7. Testing and Experimenting in Markets | Entrepreneurial Opportunity Identification Log due; Each team collectively selects an idea from "Entrepreneurial Opportunity Identification Log" of its members |
| 8 | 8. Building Business Models | Quiz 3 (Chapters 6 & 7) |
| 9 | Opportunity selection "Elevator Pitch" Presented | |
| 10 | 9. Planning for Entrepreneurs | |
| 11 | 10. Creating Revenue Models<br>11. Learning From Failure | Quiz 4 (Chapters 8 & 9) |
| 12 | The Startup Game Simulation 1 | |
| 13 | The Startup Game Simulation 2 | Quiz 5 (Chapters 10 & 11) |

**Entrepreneurial Opportunity Identification Log (worth 10% of your final grade)**
Entrepreneurial Opportunity Identification Log is an individual project. Each student will identify at least three (3) "bugs" or problems/needs per week. The expectation is to come up with at least 15-25 "bugs" (problems/needs). Then, pick one (1) problem/need from the list and offer a solution in form of a business idea. You need to prepare 1 written page summary (1 inch margins, 12pt Times New Roman, single-spaced) for this new business idea. Also include the copy of the Log of all problems/needs you have identified. Details will be included in "Opportunity Identification Log Guideline and Grading rubrics".

**Interview simulation**
VentureBlocks is an easy-to-use online simulation for developing skills in conducting customer interviews, identifying potential business opportunities, and more. You will complete outside the classroom for 30-60 minutes to develop entrepreneurial skills. Missions, levels, and points guide you

through the customer development process and provide instant feedback so you can learn from mistakes in a low-stakes environment.

**Quizzes**
The instructor will use quizzes to emphasize the key points of chapters and lectures. The dates of these quizzes are included in the class schedule. The 4 quizzes with the highest marks (out of 5) will count for the final grade. Everybody must write the quizzes in the scheduled days/weeks, except for medical reasons; students are NOT allowed to have make-up quizzes. The instructor may not necessarily cover all of the materials in the chapters. It is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor.

**Opportunity selection "Elevator Pitch" (worth 10% of your final grade)**
Students will be randomly assigned to teams by the instructors. Each team will need to select an idea from those generated by your group members individually (i.e., through Entrepreneurial Opportunity Identification Log), and then prepare a 2-minute "elevator pitch" presentation for the business idea they have developed as a solution to one of the "bugs" (problems or needs) listed in their Log. You are allowed exactly 2 minutes for your "elevator pitch", followed by a 1-minute Q&A session! To prepare for the presentation, assume you just got on the elevator with a renowned venture capitalist or angel investor and that you have 15 floors to articulate your idea, its uniqueness, and why you think he/she should consider reviewing your full business plan. At least one student from each team will present their "elevator pitch" in class. Please make sure that you practice your "elevator pitch" before the presentation day, as your presentation needs to be concise and well-rehearsed. You want to be prepared to seize any potential opportunities!

**Startup Game Simulation (worth 20% of your final grade)**
This simulation places students into a variety of roles that explore the chaos and excitement of starting a new company. Students role-play as founders, investors, and potential employees who must deal with the many complexities of negotiating deals, finding the right staffing mix, building relationships, and making critical early decisions that affect the chances of long-term success. Participants prepare in advance for their roles before forming teams and launching their ventures amid intense competition. Developed by the Wharton School of the University of Pennsylvania, the simulation is designed to mirror a true startup experience: it is chaotic and complicated, and students must figure out optimal strategies for success, with limited information, over the course of the game. The Entrepreneurship Simulation: The Startup Game tracks players along a variety of dimensions that lead to startup success, including the interaction between hiring and strategy, the trade-off between control and wealth, the skills needed to run a company, and the valuations that startups receive.
A team report is completed upon completion of the simulation.

## Course Approach/Learning Strategy:

This course will involve a combination of directed and experiential learning. Team and individual learning and evaluation are used. Guest Speakers will provide insight as well. This will provide an opportunity for students to decide if the Entrepreneurship Specialty within the BBA is the preferred choice for further studies.

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 212-3-3 Idea Generation**
**New course:**
**Rationale:**
This course provides students with the skills, tools, and creativity required to create and evaluate new ideas. This is important learning which is part of the creativity required for entrepreneurship, building social businesses and intrapreneurship.
**Calendar description:**
Idea generation is a basic element of entrepreneurship. This course prepares students to use design thinking techniques and processes to analyze organizational circumstances and business opportunities. Students will explore how to use observational tools and other techniques for idea generation, how to refine these ideas and how to evaluate them. The goal is to identify business ideas that students are not only passionate about but also have real market application.
**Prerequisites:**
BUAD 112
**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 212** |
| Course Title: | **Idea Generation** |
| Credits: | 3 |
| Calendar Description: | Idea generation is a basic element of entrepreneurship. This course prepares students to use design thinking techniques and processes to analyze organizational circumstances and business opportunities. Students will explore how to use observational tools and other techniques for idea generation, how to refine these ideas and how to evaluate them. The goal is to identify business ideas that students are not only passionate about but also have real market application. |
| Semester and Year: | **Fall 2023** |
| Prerequisite(s): | BUAD 112 |
| Corequisite(s): | |
| Prerequisite to: | BUAD 417 |
| Final Exam: | No |

| | |
|---|---|
| Hours per week: | 3 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |
| Originally Developed: | January 2021 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Jane Doe*** | | ***K: XXXX*** | |

**Learning Outcomes**

Upon completion of this course students will be able to:

- Explain the role of creativity and innovation for value creation and competitiveness.
- Use a variety of creative processes to generate high-quality business ideas
- Apply various models to prioritize business ideas to pursue
- Demonstrate what design thinking is and when to use it
- Apply analytical skills for detecting and resolving innovation challenges.
- Communicate ideas, intentions and outcomes to diverse audiences both orally and in writing.

**Course Objectives**

This course will cover the following content:

Please refer to the weekly Course Schedule

**Evaluation Procedure**

| **Individual Based** | |
|---|---|
| Quizzes | 40% |
| Idea Journal | 10% |
| Class Work/Misc. Assignments/Participation | 10% |
| **Team Based** | |
| Idea Generation Technique Lesson | 10% |
| Innovation Challenge report and presentation | 30% |
| Total | 100% |

## Required Texts/Resources

5. Liedtka, Jeanne; Olgilvie, Tim; 2011. Designing for Growth: a design thinking tool kit for managers. Columbia University Press. E-ISBN 978-0-231-52796-5
6. Silverstein, David; Samuel, Philip; and DeCarlo, Neil; 2012. The Innovator's Toolkit. John Wiley & Sons Inc. ISBN: 978-1-1182-9810-7

## Course Schedule

| Week | Topics | Coursework and Quizzes<br>Designing for Growth:DG<br>Innovator's T.: Technique |
|---|---|---|
| 1 | Course Introduction – Innovation Myths and Reality | Reading 1 |
| 2 | What is Design Thinking?<br>Customer Co-Creation | DG: Chapters 1,2 & 11<br>Technique: 30 |
| 3 | Situation Analysis & Opportunity Identification<br>The Value Proposition Canvas | DG: Chapters 3-5<br>Technique: 1-4 |
| 4 | Brainstorming & Concept Development | Quiz 1<br>DG: Chapters 7-8<br>Technique 5-7 |
| 5 | Assumption Testing & Opportunity Refinement | DG: Chapter 9<br>Technique 12-15 |
| 6 | Boosting Creativity | Quiz 2<br>Technique 16-22 |
| 7 | Formulating a Design | DG: Chapter 10<br>Technique: 31-36 |
| 8 | Rapid Prototyping | Quiz 3<br>DG: Chapter 10<br>Technique: 42-44 |
| 9 | Open Innovation, Platforms and Entrepreneurship | article |
| 10 | Learning Launch – market test of critical assumptions<br>Guest Speaker | Quiz 4<br>DG: Chapter 12 |
| 11 | Innovation Challenge Kick-off | Idea Journal due |
| 12 | Innovation Challenge Completion & Presentations start | |
| 13 | Innovation Challenge Competition Presentations cont'd | |

**Quizzes**
The instructor will use quizzes to emphasize the key points of chapters and lectures. The dates of these quizzes are included in the class schedule. Everybody must write the quizzes in the scheduled days/weeks, except for medical reasons; students are NOT allowed to have make-up quizzes. The instructor may not necessarily cover all of the materials in the chapters. It is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor.

**Individual Idea Journal**
You are required to document the identification, reflection and evaluation of the processes and ideas that you generate throughout the semester. These processes and ideas may be used in subsequent courses within the Entrepreneurship Specialty.

**Idea Generation Technique Lesson**
In groups of two you will be assigned a technique that you will lead a class discussion of. Details on Moodle

**Innovation Challenge Competition**
In groups of four, you will compete to come up with the best solution to a common challenge. You will document your team's process as well as your proposed solution. Your group will present your proposed solution and deliver a report according to the parameters outlined on Moodle.

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 319-3-3 Introduction to Management Consulting**
**New course:**
**Rationale:**
This course will provide students with the skills required manage client relationships, propose and manage client projects and create documents required as part of a consulting project. This course is being proposed as part of the specialty area on Entrepreneurship. This course will prepare students for future courses in the specialty area.
**Calendar description:**
This course introduces basic consulting skills to students. Through a service learning approach, students work in small teams and apply their expertise to complete consulting projects. These assignments are sourced from organizations on a broad range of management topics, such as social media, product sourcing, service delivery, analysing revenue streams and operational efficiency.
**Prerequisites:**
Third year standing, enrollment in the Entrepreneurship specialty of the BBA
**Course outline:**

okanagan college

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 319** |
| Course Title: | **Introduction to Management Consulting** |
| Credits: | 3 |
| Calendar Description: | This course introduces basic consulting skills to students. Through a service learning approach, students work in small teams and apply their expertise to complete consulting projects. These assignments are sourced from organizations on a broad range of management topics, such as social media, product sourcing, service delivery, analysing revenue streams and operational efficiency. |
| Semester and Year: | **Winter 2024** |
| Prerequisite(s): | Third year standing or admission to the Entrepreneurship Specialty |
| Corequisite(s): | |

| | |
|---|---|
| Prerequisite to: | |
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |
| Originally Developed: | January 2021 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Course Captain*** | | | |

**Learning Outcomes**

Upon completion of this course students will be able to

1. Implement a customized client relationship process including documentation, reporting and time management tools
2. Create a document repository (and attach relevant documents)
3. Create a communication plan using a technology platform accessible by the project team
4. Apply a basic consultancy process for an internal (Okanagan College) or external client.
5. Conduct an evaluation of the consultancy project, the process and individual performance on the team
6. Demonstrate appropriate professional written and verbal communication skills

**Course Objectives**

This course will cover the following content:

- Please refer to the weekly Course Schedule

**Evaluation Procedure**

| | |
|---|---|
| **Team Based** | **45%** |
| Consultancy Project | 35% |
| Proposal/Peer Evaluation Process/Team Charter | 5% |
| Consultancy Report | 20% |
| Project Documentation | 5% |
| Project Presentation | 5% |
| Consultancy Relationship Assessment/Client Satisfaction (Client does) | 5% |
| Peer Evaluation | 5% |
| **Individual Based** | **55%** |
| Midterm Exam | 25% |
| Regular Consultation meetings with the professor*<br>Reflection blogs/journals (3-4 over the semester) | 20% |
| End of term reflection paper | 10% |
| **Total** | **100%** |

* Applies to Entrepreneurship Specialty (ES) students only: Students who do not meet the minimum standard of satisfactory (11/15) on this portion of the course will no longer be eligible to continue in the ES program. Consultation with the student, professor, ES cohort mentor, ES Lead, and Dean of the Business Department will be required prior to a student being allowed to continue in the program. ES students who have not achieved this level

## Course Approach/Learning Strategy:

This course will involve a combination of directed and experiential learning. Team and individual learning and evaluation are balanced.

Note: For EEP students, this course will provide an opportunity to confirm that the Entrepreneurship Specialty within the BBA is the preferred choice for further studies.

**Required Texts/Resources:**
Course materials will consist of the following parts:

Required Course Text:

Wickham, L., & Wilcock, J. (2016). *Management Consulting: Delivering an Effective Project, 5th edition*. Toronto: Pearson Education LTD.
Recommended Texts (available on reserve or as E-Books):

Markham, Calvert. (2019). The Art of Consultancy. Legend Business
Cope, Mick. (2011). *The Seven C's of Consulting, 3rd edition*. Toronto: Pearson Education Canada.
Burtonshaw-Gunn, Simon. (2010). *Essential Tool for Management Consulting: Tools, Models and Approaches for Clients and Consultants*. West Sussex, United Kingdom: John Wiley & Sons Ltd.
Other Resources – Example of Articles Integrated into the Course

Czerniawska, F. (2005). The new business consulting landscape. *Consulting To Management - C2M, 16*(4), 3-6.
Davenport, J., & Early, J. (2010). The power-influence dynamics in a consultant/client relationship. *Journal Of Financial Service Professionals, 64*(1), 72-75.
Green, C. H. (2006). Create trust, gain a client. *Consulting To Management - C2M*, *17*(2), 27-36.
Kesner, I. F., & Fowler, S. (1997). When consultants and clients clash. *Harvard Business Review*, *75*(6), 22-38.
Lantos, P. R. (2003). Consulting hurdles 101; Avoiding disaster. *Consulting To Management*, *14*46-49.
Troper, J., & Lopez, P. (2009). Empowering novice consultants: new ideas and structured approaches for consulting projects. *Consulting Psychology Journal: Practice & Research, 61*(4), 335-352.

**Course Schedule**

| Week of: | | TOPICS | DELIVERABLES |
|---|---|---|---|
| 1 | | **Course Introduction**<br>An introduction to management consultancy, benefits and critiques of consultancy, the nature of management consulting and how it adds value | Management Consultancy Reading<br>Review Projects On-line |
| 2 | | **Project Discussion**<br>The client–consultant relationship: client engagement. Discovery: the client interview. Closing the contract: setting expectations, timelines and milestones.<br>Set up client meeting #1 | Project Selection and Approval<br>Journaling/Class Blog Discussion<br>Professor Consultations |
| 3 | | **Project Consultancy Management**<br>Consulting project planning and time management Research: developing questions, seeking client input and approval. Cross-project discussions. | |
| 4 | | **Research techniques**<br>Documentation, data gathering and analysis. Developing alternatives. | Journaling/Class Blog Discussion<br>Professor Consultations<br>Project Proposal Due |
| 5 | | **Individual consultancy skills**<br>Team dynamics: working effectively in teams to achieve optimal client outcomes, problem solving in a team. | Project Updates to Class |
| 6 | | **Decision Analysis**<br>Selecting from available options, setting the stage for client buy-in. Benefit/cost analysis. | Project Management Readings<br>Journaling/Class Blog Discussion<br>Professor Consultations |
| 7 | | **Client Update**<br>Update to client, validating findings and research to date. Obtaining approval and managing client expectations.<br>**MID TERM EXAM** | Client update due |
| 8 | | **Project evaluation and analysis**<br>Drafting proposals, evaluating and presenting options. Best practices in presenting options and outcomes. | Project Updates to Class<br>Journaling/Class Blog Discussion<br>Professor Consultations |
| 9 | | **Project update**<br>Update to class | |
| 10 | | **Effective presentations**<br>Client draft presentation and final documentation. | Journaling/Class Blog Discussion<br>Professor Consultations |
| 11 | | **Final Documentation preparation** | Professor Consultations |
| 12 | | **Presentations to Clients** (client meeting #3) | Project Presentations<br>Journaling/Class Blog Discussion |
| 13 | | **Presentations to Clients** (client meeting #3) | Project Presentations<br>Final Project Due to Client |
| | | FINAL EXAM PERIOD | No Final Exam |

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 354-3-3 Financial Modelling for Equity Analysis and Valuation**
**New course:**
**Rationale:**
The course has been offered for two years as a special topics course and complements other advanced finance courses. This course benefits students pursuing a CFA designation and job opportunities in corporate finance. Enrollment in the course to date has been steady.
**Calendar description:**
This hands-on course builds proficiency in analyzing and interpreting published financial statements, and building comprehensive financial models to facilitate investment decisions. Through modelling a number of case companies and interpreting the results, the course presents a balance of theoretical foundations and practical applications.
**Prerequisites:**
BUAD 128, BUAD 195, BUAD 296
**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 354** |
| Course Title: | **Financial Modelling for Equity Analysis and Valuation** |
| Credits: | 3 |
| Calendar Description: | This hands-on course builds proficiency in analyzing and interpreting published financial statements, and building comprehensive financial models to facilitate investment decisions. Through modelling a number of case companies and interpreting the results, the course presents a balance of theoretical foundations and practical applications. |
| Semester and Year: | **FALL 2020** |
| Prerequisite(s): | BUAD 128, BUAD 195, BUAD 296 |
| Corequisite(s): | No |
| Prerequisite to: | BUAD 461 |
| Final Exam: | Yes |
| Hours per week: | 3 |
| Graduation Requirement: | Elective – BBA, Finance |

| | |
|---|---|
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |
| Originally Developed: | 2018 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Office | Email |
|---|---|---|
| ***Elena Mitropolsky, CFA*** | **C143** | **emitropolsky@okanagan.bc.ca** |

**Learning Outcomes**

Upon completion of this course students will be able to

- Analyze published financial statements of a going concern for multiple objectives (equity and creditworthiness analysis)
- Generate financial forecasts
- Value a variety of corporate entities using relative and intrinsic valuation approaches and techniques
- Build fully integrated financial models with high quality standards and output clarity
- Perform sensitivity analysis and stress-testing under different economic scenarios

**Course Objectives**

This course will cover the following content:

- See weekly schedule

**Evaluation Procedure**

| | |
|---|---|
| Exams (3) | 75% |
| Term work | 25% |
| Total | 100% |

**Notes**

Working knowledge of Excel is required. In order to pass this course, the student must obtain a weighted average of 50% or higher on all 3 exams.

**Course Format**

The class will be Excel-based, and students will be building models in class by moving along with the instructor, through interactive lectures and hands-on modelling exercises. The course consists of 3 distinct modules: 1. Financial Statement Analysis; 2. Forecasting, and 3. Valuation. The course includes in-class discussions, modelling exercises and computer-based exams. We will be building a financial model from scratch for the duration of the course utilizing all three modules.

**Required Texts/Resources**

1. Investment Banking: Valuation, Leveraged buyouts, and Mergers & Acquisitions, 2nd edition (university edition), J. Rosenbaum & J. Pearl, Wiley.

**A free e-book** is also available through the Library
Link: https://ebookcentral.proquest.com/lib/okanagan-ebooks/detail.action?docID=1211892

2. Valuation, 7th edition, Measuring and Managing the Value of Companies, Koller, Goedhart, Wessels, McKinsey and Company, Wiley

**A free e-book** is also available through the Library
Link: https://ebookcentral.proquest.com/lib/okanagan-ebooks/detail.action?docID=6207783

Other required materials will be posted on Moodle

**Course Schedule**

| Date | | Topic |
|---|---|---|
| 2020<br>Week of: | | Wednesday, September 9 – First Day of Classes<br>Monday, October 12 – Statutory Holiday<br>Wednesday, November 11 – Statutory Holiday |
| **Sep** | 9 | Introduction<br>Key modelling structures<br>Best practices of financial modelling<br>Review of basic accounting and finance concepts<br>The structure and content of published financial statements and reports<br>Why analyze historical financial statements |
| | 14 | Start building a model from scratch<br>Financial Statements Analysis: Income Statement<br>Sales and related costs/accrual accounting<br>Different measures of earnings: EBITDA/EBIT/Net Income/EPS<br>Adjusting the income statement |
| | 21 | Financial Statements Analysis: Balance Sheet<br>Working capital and net/operating working capital<br>Account analysis using BASE<br>Fixed assets, capital expenditure and depreciation<br>Intangible assets, acquisitions and amortization |
| | 28 | Financial Statements Analysis: Balance Sheet<br>Net debt analysis<br>Common equity analysis<br>ROE and ROA, Dupont analysis |
| **Oct** | 5 | Financial Statements Analysis: Cash flow statement<br>Key links between the financial statements<br>Assets sales and impairments/restructuring<br>Impact of taxes: current and deferred |
| | 12 | Exam 1<br>Review<br>Introduction to forecasting |
| | 19 | Forecasting: income statement construction<br>How to generate assumptions<br>Forecasting: Balance sheet construction<br>Construction of Cash Flow statement |
| | 26 | Forecasting: Bringing all 3 statements together<br>Modelling cash and revolving debt<br>Dealing with Circularity and iterations |
| **Nov** | 2 | Finish building a financial model from scratch |
| | 9 | Exam 2<br>Review and Extra Problems |
| | 16 | Introduction to Valuation and overview of overview of the major valuation methods such as relative valuation and discounted cash flow valuation<br>Enterprise versus equity value<br>Relative valuation<br>Perform relative valuation from scratch |
| | 23 | Concept of free cash flows (FCF) and discounted cash flow (DCF) valuation<br>Modelling FCF from the 3 forecasted statements<br>Modelling weighted average cost of capital (WACC)<br>Calculating the terminal value Perform DCF valuation from scratch |
| | 30 | Review<br>Working with integrated model<br>Exam 3 |

**Implementation date:** September 2021

**Cost:** N/A

**BUAD 371-3-3 Organizations and Society**
**New course:**
**Rationale:**
This course will provide students with an opportunity to explore topics relating society and organizations. Using live cases and other interactive pieces, students will explore ethical issues, environmental, social responsibility and other topical issues which face organizations in the world today. For the BBA specialty in Entrepreneurship this course will help students consider societal issues in their businesses, social businesses or new innovations.
**Calendar description:**
This course will examine the impact of organizational decisions on society. It will explore the models, frameworks and standards of business ethics, corporate social responsibility (CSR) and Environmental, Social and Corporate Governance (ESG). Students will engage in real- world case studies as part of this course.
**Prerequisites:**
Third year standing
**Course outline:**

# Business Administration

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|---|---|
| Course Number: | **BUAD 371** |
| Course Title: | **Organizations and Society** |
| Credits: | 3 |
| Calendar Description: | This course will examine the impact of organizational decisions on society. It will explore the models, frameworks and standards of business ethics, corporate social responsibility (CSR) and Environmental, Social and Corporate Governance (ESG). Students will engage in real-world case studies as part of this course. |
| Semester and Year: | **FALL 2024** |
| Prerequisite(s): | Minimum third-year standing |
| Co-requisite(s): | No |
| Prerequisite to: | No |
| Final Exam: | No |
| Hours per week: | 3 |

| | |
|---|---|
| Graduation Requirement: | Elective – BBA |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | Written and oral communication skills will be examined throughout the course. |
| Originally Developed: | February, 2020 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Phone number | Office | Email |
|---|---|---|---|
| ***Course Captain*** | | | |

**Learning Outcomes**

Upon completion of this course students will be able to

- Explain ethical problems organizations face.
- Identify stakeholders and differing viewpoints relevant to ethical problems.
- Analyse ethical problems using accepted ethics theories.
- Present ethical arguments to support organizational decisions.
- Create recommendations for organizational decisions.
- Evaluate recommendations for organizational decisions.

**Course Objectives**

This course will cover the following content:

- Individual vs Organizational Ethics,
- Stakeholder Analysis
- Managing ethical conduct, ethical problems for Managers,
- Situational issues and situations related to:
    - organizations and society,
    - corporate social responsibility
    - the environment
    - nonprofit organizations
    - social business
- Current topics and societal issues

**Notes**

As a key portion of this course is seminar and discussion, attendance in class is critical. Participation in class will be evaluated and attendance will form part of that evaluation. At all times students (and the professor) will be expected to demonstrate respectful communication.

Guest speakers may also be invited into the classroom to discuss difficult ethical situations. Students are expected to treat the speaker and the situations they are describing with respect

Students should be prepared to challenge commonly held assumptions about the role of organizations and businesses in society. Through course work and discussion, students may also be required to argue positions they may not personally hold. This activity is intended to assist students in understanding the positions and viewpoints of differing stakeholders.

**Evaluation Procedure**

| | |
|---|---|
| Assignments (mini cases) | 20% |
| Mid-term Essay/Exam | 20% |
| Participation | 10% |
| Current Event Presentations | 10% |
| Academic Paper | 40% |
| Total | 100% |

**Required Texts/Resources**

Sexty, Robert. Canadian Business and Society: Ethics, Responsibilities, and Sustainability, 5th Edition, 2020

Additional topical readings will be assigned and posted as per schedule on Moodle.

**Course Schedule**

| Date | | Topic | Text Chapter |
|---|---|---|---|
| Week : | | | |
| 1 | | Organizations and Relationship to Society | 1 |
| 2 | | Capitalism – How does it shape the Canadian world view? | 2 |
| 3 | | Stakeholder Management – Identification of issues, Analysis | 3/4 |
| 4 | | Ethics – Context and Theories | 5 |
| 5 | | *Exam/Paper* | |
| 6 | | Topic – Ethics, Leadership, and Employees | 6/12 |
| 7 | | Topic – CSR – Context, | 7 |
| 8 | | Topic – CSR – Application and Accountability | 8/9 |
| 9 | | Topic – Regulation Ownership and Governance | 10/11 |
| 10 | | Topic – Engaging with NonProfits, Media and other Civil Actors | 13 |
| 11 | | Topic – Environment | 14 |
| 12 | | Topic – Globalization | 15 |
| 13 | | Topic – Social Entrepreneurship | 16 |
| 14 | | Research Paper Due | |

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 413-3-3 Finance for Entrepreneurship**
**New course:**
**Rationale:**
This course will provide students with the skills required to plan for and execute the financial and accounting requirements of a new venture, social business or new product/service. The assignments in this course will form the foundation for the new initiative.
**Calendar description:**
Understanding the financial requirements for a new venture is critical to future success. In this course, students determine the amount of capital required, identify capital sources, construct financial management components and project management details for a(their) Business Plan. This course is for

students in the Entrepreneurship Stream only and must be taken with the other semester 7 courses (BUAD 370, 414, 416 & 417).

**Prerequisites:**
BUAD 195, BUAD 112

**Corequisites:**
BUAD 370, BUAD 414, BUAD 416, BUAD 417

**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 413** |
| Course Title: | **Finance for Entrepreneurship** |
| Credits: | 3 |
| Calendar Description: | Understanding the financial requirements for a new venture is critical to future success. In this course, students determine the amount of capital required, identify capital sources, construct financial management components and project management details for a(their) Business Plan. This course is for students in the Entrepreneurship Stream only and must be taken with the other semester 7 courses (BUAD 370, 414, 416 & 417). |
| Semester and Year: | **Fall 2025** |
| Prerequisite(s): | BUAD 195, BUAD 112 |
| Corequisite(s): | BUAD 417, BUAD 414, BUAD 416 & 370 |
| Prerequisite to: | BUAD 499 |
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |

| |
|---|
| Originally Developed: January 2021<br><br>EDCO Approval:<br><br><br><br>Chair's Approval: |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Jane Doe*** | | ***K: XXXX*** | |

**Learning Outcomes**

Upon completion of this course, students will be able to:

- evaluate ownership structures to determine the best match for a given financing strategy
- assess alternative valuation methods for pricing investment deals
- assess the financing options available to fund a new venture or project
- create financial projections and appropriate business documents for the project startup
- analyze financial projections
- develop strategies to manage stakeholder expectations
- demonstrate professional written and verbal financial communication skills to pitch business ideas to stakeholders

**Course Objectives**

To prepare the students to be financially competent to start, run and hand-off their business or complete their innovation project during the practicum BUAD 499.
Students will be prepared to pursue financing strategies, understanding the options available, how financers/investors will value the business and what is required for a successful pitch.

Students will create budgets, financial information and other documents necessary for managing their project.

Students will gain skills in and an understanding of accounting records reports, and working capital management

Refer to Schedule for more details.

**Evaluation Procedure**

| | |
|---|---|
| **Individual Based** | |
| 3 Quizzes | 30% |
| **Team Based** | |
| Portfolio - includes 6 experiential assignments | 60% |
| Peer Evaluation | 10% |
| Total | 100% |

**Required Text/Resources**

1. Custom Course Pack
2. Online Course Resources & Reading Lists – OC Library

**Suggested Text/Ressources**

3. Entrepreneurial Finance, by J. Leach and Ronald Melicher, South-Western College Pub; 7th edition (March 9 2020), ISBN: 978-0357442043

**Course Schedule**

| Week | Topics | Quizzes and Assignment Due Dates |
|---|---|---|
| 1 | -Entrepreneurship Project Boot Camp<br>-Course Introduction | |
| 2 | -Organizing and Financing a New Venture | |
| 3 | -Revenue Models and Forecasting | Assignment 1 |
| 4 | -Venture Financing | Quiz 1 |
| 5 | -Valuation of Early Stage Ventures | Assignment 2 |
| 6 | -Deal Structuring<br>-Managing Stakeholder Expectations | |
| 7 | Working Capital Managing Growth Simulation | Assignment 3 |
| 8 | -Financing Plans<br>-Cash budget and financial plan development<br>-Legal Issues, letters of intent, term sheets, shareholder agreements, non-disclosure, etc. | Quiz 2 |
| 9 | -Exit Strategy<br>-Pitch preparation | Assignment 4 |
| 10 | -Investor/Management Pitch on financial aspects | Assignment 5 |
| 11 | -Review of Forecasts and Budgets based on Pitch feedback<br>-Overview of Accounting Systems for Financial Reporting Preparation | |
| 12 | -Review and Analysis of Financial Reports<br><br>Financial internal controls and compliance activities including taxes & reporting | Quiz 3<br>Assignment 6 |
| 13 | Financial Planning Completed and incorporated into the Project Management Platform. | Portfolios Due |

**Course Approach/Learning Strategy:**

This course will involve primarily experiential learning. The course will not only provide an understanding of sources of funding, revenues, expenses and budgets but also how to use the information to understand cash on hand vs monthly spending and how to cut expenses by looking at margins and identifying who their clients are. Case examples will be utilized to

illustrate different potential scenarios. Team and individual learning and evaluation are used. Guest Speakers will provide insight as well. This course is the financial planning preparation to be able to execute the team project during the practicum in semester 8.

This course has integrated learning and assignments with the other semester 7 courses including BUAD 417, 414, 416 and 370.

**Quizzes (30%)**
The three quizzes will take place at the beginning of class of the scheduled week**.** A mix of question formats will be used**.**

**Assignments (60%)**
The six course assignments will be somewhat customizable based on the type of project and team finance preparation needs. They will align with the topics within the schedule and support the course learning outcomes. Together they will create a portfolio that is a financial roadmap for the team's practicum BUAD 499. You will find specific details provided on Moodle and within the Custom Course Pack.

**Peer Evaluation (10%)**
A group charter will be developed by each group and will apply across a number of courses that all contribute to the BUAD 499 Practicum. A peer assessment and evaluation is required in this course as an appendix to the Portfolio of six assignments. Each team member is assigned a rating of excellent, above average, average, or needs improvement for each assignment. If a team member does not participate in an assignment for any reason a '0' is allocated. The team leader in consultation with other members is to assign **and justify** the rating. All members are to sign the completed Peer evaluation. Being able to differentiate is a valuable entrepreneurship skill, therefore all ratings should not be the same. Refer to Moodle for the forms and detailed instructions for the group charter and peer evaluation.

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 414 -3-3 New Venture Creation**
**New course:**
**Rationale:**
This course will provide students with the skills required to plan for and execute the operational aspects of a new venture, social business or new product/service. The assignments in this course will form the foundation for the new initiative.
**Calendar description:**
Creating a new venture is a goal of the Entrepreneurship BBA. This course reinforces the connection between the entrepreneur, their opportunity and the iterative process of venture development. The course also looks at how to manage stakeholders and the overall project. Students will research resource requirements, explore the competitive landscape, practice team development and investigate future strategies. This course is for students in the Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 370, 413, 416 & 417).
**Prerequisites:**
BUAD 336, BUAD 340, BUAD 415
**Corequisites**
BUAD 370, BUAD 413, BUAD 416, BUAD 417
**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 414** |
| Course Title: | **New Venture Creation** |
| Credits: | 3 |
| Calendar Description: | Creating a new venture is a goal of the Entrepreneurship BBA. This course reinforces the connection between the entrepreneur, their opportunity and the iterative process of venture development. The course also looks at how to manage stakeholders and the overall project. Students will research resource requirements, explore the competitive landscape, practice team development and investigate future strategies. This course is for students in the Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 417, 413, 416 & 370). |
| Semester and Year: | **Fall 2025** |
| Prerequisite(s): | BUAD 336, BUAD 340, & BUAD 415 |
| Corequisite(s): | BUAD 370, BUAD 413, BUAD 416, & BUAD 417 |
| Prerequisite to: | BUAD 499 |
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Originally Developed: | January 2021 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Jane Doe*** | | ***K: XXXX*** | |

**Learning Outcomes**

Upon completion of this course, students will be able to:

- evaluate a market or client need
- devise an appropriate product or service solution for an identified market/client need
- develop appropriate systems of team and project development that support a future venture
- Create a business or project plan designed to support the start-up and operations of a new venture or the execution of an intrapreneurship project
- Demonstrate the ability to utilize project management tools necessary to support the start-up and operations of a new venture or innovation project
- Demonstrate appropriate professional written and verbal communication skills to pitch business ideas to investors or management

**Course Objectives**

To prepare the students to be organized to start, run and hand-off their business or complete their innovation project during the practicum Buad 499. Refer to Schedule for more details.

Students will create the following types of deliverables necessary for managing a new initiative while completing this course:

- team charter or business case related team management documents
- communication and project management approaches
- creation of a working business plan
- project management documents and the creation of an appropriate electronic project management system

**Evaluation Procedure**

| **Individual Based** | |
|---|---|
| 3 Quizzes | 30% |
| **Team Based** | |
| Portfolio - includes 6 experiential assignments | 60% |
| Peer Evaluation | 10% |
| Total | 100% |

**Required Text/Resources**

1. Custom Course Pack
2. Online Course Resources & Reading Lists – OC Library

3. Effective Project Management: Traditional, Agile, Extreme, Hybrid, Eighth Edition, by Robert Wysocki; Published by John Wilely & Sons, Inc. (2019) ISBN 9781119562801

**Suggested Text/Resources**

1. Entrepreneurship Marketing: Principles and Practice of SME Marketing, 2ed, Edited by Nwankwo, S, & Gbadamosi, A; Published by Routledge (2020) ISBN 9781138585232

2. Entrepreneurial Finance 7th edition, by J. Leach and Ronald Melicher, South-Western College Pub (2020)
   ISBN 978-0357442043
3. Entrepreneurship: The Practice and Mindset. Neck, Heidi; Neck, Christopher; and Murray, Emma;.SAGE Publishing (2017) ISBN 9781483383521
4. The Innovator's Toolkit, by Silverstein, David; Samuel, Philip; and DeCarlo, Neil; Published by John Wiley & Sons Inc. (2012) ISBN 978-1-1182-9810-7
5. Revised An Introduction to Project Management, Sixth Edition, Kathy Schwalbe, Schwalbe Publishing, 2016, ISBN: 978-1533000781

**Course Schedule**

| Week | Topics | Quizzes and Assignment Due Dates |
|---|---|---|
| 1 | Entrepreneurship Project Boot Camp<br>Course Introduction & Workflow Tools revisited | |
| 2 | Strategy revisited<br>The Triple Bottom Line: Social and Sustainable Entrepreneurship<br>Stakeholder Management & Project Charter | Assignment 1 |
| 3 | Building the Founding Team | |
| 4 | Lean Start-up | Quiz 1 |
| 5 | Fail Fast; Lean Challenge | Assignment 2 |
| 6 | Building the Organization – Culture, HR in Start-ups | |
| 7 | Project management overview including relevant tools | Assignment 3 |
| 8 | Project management part 2 – working with tools | Quiz 2 |
| 9 | The Art of Pitching and Presenting | Assignment 4 |
| 10 | Investor/Management Pitch on organizational aspects | Assignment 5 |
| 11 | Project Management part 3 – Agile Techniques | Quiz 3 |
| 12 | Project Management and Workflow for your project | Assignment 6 |
| 13 | Organizational Planning Completed and incorporated into the Project Management Platform. | Portfolios Due |

**Course Approach/Learning Strategy:**
This course will involve primarily experiential learning. Team and individual learning and evaluation are used. Guest Speakers will provide insight as well. This course is the team and

project planning preparation to facilitate the execution of the team project during the practicum in semester 8. This course has integrated learning and assignments with the other semester 7 courses including BUAD 314, 370, 414, and 416.

**Quizzes (30%)**
The three quizzes will take place at the beginning of class of the scheduled week**.** A mix of question formats will be used**.**

**Assignments (60%)**
The six course assignments will be somewhat customizable based on the type of project and team organizational needs. They will align with the topics within the schedule and support the course learning outcomes. Together they will create a portfolio that is an organizational roadmap for the team's practicum BUAD 499. You will find specific details provided on Moodle and within the Custom Course Pack.

**Peer Evaluation (10%)**
A group charter will be developed by each group and will apply across a number of courses that all contribute to the BUAD 499 Practicum. A peer assessment and evaluation is required in this course as an appendix to the Portfolio of six assignments. Each team member is assigned a rating of excellent, above average, average, or needs improvement for each assignment. If a team member does not participate in an assignment for any reason a '0' is allocated. The team leader in consultation with other members is to assign **and justify** the rating. All members are to sign the completed Peer evaluation. Being able to differentiate is a valuable entrepreneurship skill, therefore all ratings should not be the same. Refer to Moodle for the forms and detailed instructions for the group charter and peer evaluation.

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 416-3-3 International Entrepreneurship**
**New course:**
**Rationale:**
This course will provide students with the skills required to consider, plan for, and execute any international aspects of a new venture, social business or new product/service. The assignments in this course will form the foundation for the new initiative.
**Calendar description:**
This course explores the many dimensions and challenges of international venture creation and growth. It provides a framework for understanding the entrepreneurial process in global contexts. This course is for students in the Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 370, 413, 414 & 417).
**Prerequisites:**
none
**Corequisites:**
BUAD 370, BUAD 413, BUAD 414, BUAD 417

**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 416** |
| Course Title: | **International Entrepreneurship** |
| Credits: | 3 |
| Calendar Description: | This course explores the many dimensions and challenges of international venture creation and growth. It provides a framework for understanding the entrepreneurial process in global contexts. This course is for students in the Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 370, 413, 414 & 417). |
| Semester and Year: | **Fall 2025** |
| Prerequisite(s): | |
| Corequisite(s): | BUAD 370, BUAD 413, BUAD 414, & BUAD 417 |
| Prerequisite to: | BUAD 499 |
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |
| Originally Developed: | January 2021 |
| EDCO Approval: | |
| Chair's Approval: | |

**Professor**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***Jane Doe*** | | **K: XXXX** | |

**Learning Outcomes**

Upon completion of this course the student will be able to

- Develop an internationalization plan for a new business venture.
- Explain the impact of globalization on the management of multi-national (MNCs) corporations and small/mid-size enterprises (SMEs).
- Describe the role of government in creating and growing international business ventures.
- Analyze how to strategically enter international markets.
- Assess sourcing options, ethical considerations and employment conditions based on theories presented.
- Communicate ideas, intentions and outcomes to diverse audiences both orally and in writing.

**Evaluation Procedure**

| **Individual Based** | |
|---|---|
| Interactive Videos | 10% |
| 3 Quizzes | 30% |
| MOOC Assignment with presentation | 25% |
| **Team Based** | |
| Portfolio - includes 3 experiential assignments | 30% |
| Peer Evaluation | 5% |
| Total | 100% |

**Required Texts/Resources**

1. Custom Course Pack
2. Online Course Resources & Reading List – OC Library
3. International Entrepreneurship: Starting Developing and Managing a Global Venture, 3rd ed, by Hisrich (2016), Sage Publication.

**Course Schedule**

| Week | Topic | Resources & Quiz and Assignment Dates |
|---|---|---|
| 1 | Entrepreneurship Project Boot Camp<br>Course Introduction<br>International Entrepreneurship Context | Text Ch. 1-2 |
| 2 | Cultures and International Entrepreneurship<br>Developing Cultural Intelligence | Text Ch. 3<br>Readings<br>Assignment 1 |
| 3 | Global Monetary Systems, Foreign Exchange | Text Ch. 4<br>MOOC selection<br>Quiz 1 |
| 4 | The Political Economy, Trade Agreements & Regulatory Differences<br>The Canadian Government Agencies for Trade | Assigned videos 1-3 |
| 5 | Entering Global Markets<br>*Groups are formed and Assignments/Cases are chosen* | Text Ch. 5-7<br>Assignment 2 |
| 6 | Internationalizing New Ventures<br>Designing Digital Products to be World Ready | Readings<br>Guest Speaker<br>Quiz 2 |
| 7 | Managing the Global Entrepreneurial Enterprise<br>(Entry Strategies, Marketing, R & D, and HRM) | Text Ch. 8-9<br>Quiz 2 |
| 8 | Implementing a Global Entrepreneurial Strategy | Text Ch. 11<br>Assigned videos 4&5 |
| 9 | MOOC presentations | |
| 10 | Investor/Management Pitch c/w Internationalization Plan | |
| 11 | Review and incorporate feedback to Plan | Assignment 3 |
| 12 | Internationalizing your team | Ch. 10 |
| 13 | MOOC presentations cont'd<br>Internationalization Planning Completed and incorporated into the Project Management Platform | Quiz 3<br>Portfolios Due |

**Course Approach/Learning Strategy:**
This course will involve primarily experiential learning. Internationalization is an ambitious but attainable step in any start-up's lifecycle. Once considered to be at the tail-end of a business journey, companies today are able to internationalize soon after launch. Case examples will be utilized to illustrate different potential scenarios. Team and individual learning and evaluation are used. Guest Speakers will provide insight as well. This course is the internationalization planning preparation to be able to execute the team project during the practicum in semester 8.

This course has integrated learning and assignments with the other semester 7 courses including BUAD 417, 414, 413 and 370.

**Interactive Videos** (10%)
Students are expected to watch selected videos that brings the course content to life and supplement the course text. The videos have interactive content where a grade is given based on the answers to questions asked during the video.

**Quizzes (30%)**

The three quizzes will take place at the beginning of class of the scheduled week. A mix of question formats will be used.

**MOOC 'Ted Talk' Assignment (25%)**
Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. Students will select a MOOC related to Internationalization approved by your mentor. Students will complete the selected MOOC course and deliver a 'Ted Talk' format lecture.

**Group Assignments (30%)**

The three course assignments will be somewhat customizable based on the type of project and the team's internationalization needs. They may include a feasibility study for a Canadian SME that wants to set up subsidiaries in new geographies that are culturally different to Canada. The focus for some students will be on local employment practices and ethical issues, demonstrating cultural intelligence adjusting business practices to work effectively across cultures. The focus for other students will be about building a supply chain with flexibility and resilience, and marketing within government regulated environments; demonstrating comprehension of the differences in doing business and proposing effective and ethical solutions.
For student teams developing a new international business venture based on export or import, they will be required to analyse an international business option including possible locations, processes, partners and alliances.
The assignments will align with the topics within the schedule and support the course learning outcomes. Together they will create a portfolio that is an internationalization roadmap for the team's practicum BUAD 499. You will find specific details provided on Moodle and within the Custom Course Pack.

**Peer Evaluation (5%)**

A group charter will be developed by each group and will apply across a number of courses that all

contribute to the BUAD 499 Practicum. A peer assessment and evaluation is required in this course as an appendix to the Portfolio of three assignments. Each team member is assigned a rating of excellent, above average, average, or needs improvement for each assignment. If a team member does not participate in an assignment for any reason a '0' is allocated. The team leader in consultation with other members is to assign and justify the rating. All members are to sign the completed Peer evaluation. Being able to differentiate is a valuable entrepreneurship skill, therefore all ratings should not be the same. Refer to Moodle for the forms and detailed instructions for the group charter and peer evaluation.

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 417-3-3 Marketing for Entrepreneurs**
**New course:**
**Rationale:**
This course will provide students with the skills required to plan for and execute the marketing and relationship requirements of a new venture, social business or new product/service. The assignments in this course will form the foundation for the new initiative.
**Calendar description:**
This course will explore the marketing needs of an entrepreneur when starting a business and launching new products or services. This course builds on marketing theory and research methodology as they relate to effective decision-making for SMEs in the 21st century. Topics covered include buyer and seller behavior in the informal, sharing and online economies, customer value and relationship marketing, sustainability, culture and marketing ethics. This course is for students in the Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 370, 413, 414 & 416).
**Prerequisites:**
BUAD 212, BUAD 336, BUAD 415
**Corequisites:**
BUAD 413, BUAD 414, BUAD 416 & BUAD 370
**Course outline:**

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# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 417** |
| Course Title: | **Marketing for Entrepreneurs** |
| Credits: | 3 |
| Calendar Description: | This course will explore the marketing needs of an entrepreneur when starting a business and launching new products or services. This course builds on marketing theory and research methodology as they relate to effective decision-making for SMEs in the 21st century. Topics covered include buyer and seller behavior in the informal, sharing and online economies, customer value and relationship marketing, sustainability, culture and marketing ethics. This course is for students in the |

| | |
|---|---|
| | Entrepreneurship Stream only and must be taken with other semester 7 courses (Buad 370, 413, 414 & 416). |
| Semester and Year: | **Fall 2025** |
| Prerequisite(s): | BUAD 212, BUAD 336, & BUAD 415 |
| Corequisites(s): | BUAD 370, BUAD 413, BUAD 414, & BUAD 416 |
| Prerequisite to: | BUAD 499 |
| Final Exam: | No |
| Hours per week: | 3 |
| Graduation Requirement: | BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |
| Special Notes: | |
| Development Date: | January 2021 |
| Revision Date: | N/A |
| Chair's Approval: | Signature |

**Professors**

| Name | Phone number | Office | Email |
|---|---|---|---|
| | | | |

**Learning Outcomes**

Upon completion of this course students will be able to

- Coordinate the elements of the marketing mix for entrepreneurial ventures based on marketing theory.
- Operationalize a marketing problem into a research study that includes a risk management plan.
- Formulate standards for evaluating the reliability and validity of findings from primary data collection and analysis for customer profiling.
- Develop an integrated marketing, sales and relationship management plan for a clearly defined target audience.

**Course Objectives**

The course will cover the following content:

- See weekly schedule

**Evaluation Procedure**

| | |
|---|---|
| Assignments | 15% |
| Case Simulations | 15% |
| Individual Project | 15% |
| Group Research Project (Part 1 & Part 2) | 20% |
| Group Marketing Plan (Report & Presentation) | 25% |
| Group Journal | 10% |
| **Total** | **100%** |

**Notes**

| |
|---|
| **Assignments** (15%)<br>There are three (3) written assignments (minimum of two pages each) completed individually. All three are based on cases from the course text. Students have to choose a chapter which feature a case with questions. The answers to the questions (no more than two pages) are then distributed and discussed. Different chapters are discussed every week (see schedule). Students who are not part of the discussion can only achieve 50% of the assignment grade. |
| **Case Simulations** (15%)<br>There are three (3) case simulations for different marketing topics including Market Research & Segmentation; Marketing Communications & Sales; and Test Marketing. Students compete on these simulations with other students in the cohort and also collect points through exercises and questions related to the simulation. |
| **Individual Project** (15%)<br>Each student individually needs to critically evaluate the intelligence that was derived from a research project and its consumer segments. The student takes the role of a consultant advising a Canadian start-up about the usability of the research for their purpose. The body of the report has to be at least 5 pages in length. All papers must be carefully prepared and proofed. Extensive outside sources must be cited in the paper where necessary. |
| **Group Research Project (Part 1 & Part 2)** (20%)<br>Most SMEs or entrepreneurs have limited resources. This creates a unique environment in which compromises have to be made about marketing research. SME marketing is often more ad hoc, tactical and applied, using relationships, networks, and the internet. Groups will be required to design a research study for their own business venture as if they had access to resources such as in a large corporation (Part 1), and then make compromises (Part 2). This includes a risk assessment and risk management plan that illustrates comprehension of limitations with the research design. |
| **Group Marketing Plan (Report & Presentation)** (25%)<br>The student groups are expected to carry out marketing research (as per the proposal in the Group Research Project above) and create a marketing plan for their customer segments to be launched in the subsequent term. The marketing plan presentation and report will be part of the presentation to investors, and the detailed business plan that is required for continuation in the program. |
| **Group Journal** (10%)<br>The groups are expected to journal the process that was used for gathering the market intelligence that contributed to the final version of the marketing plan. The journal needs to list the options pursued, people/resources accessed, successes, failures, improvements, and conclusions drawn. |

**Performance Schedules**
A group charter will be developed by each group and will apply across a number of courses that all contribute to the BUAD 499 Entrepreneurship Experience. Peer evaluations are required at the end of the term for this marketing course. The scores will impact the individual student's grade for the group research project, marketing plan and journal (see above). The peer evaluations will be submitted together as a group. Performance Schedules must be signed by all group members or if sent by email, copied to all group members. If the group is not in agreement, then the mark assigned by the professor will apply to all group members. Note: Grades will not be awarded to non-contributing or absentee group members.

**Required Texts/Resources**

Entrepreneurship Marketing: Principles and Practice of SME Marketing, 2ed, Edited by Nwankwo, S, & Gbadamosi, A; Published by Routledge (2020) ISBN 9781138585232
Marketing simulation package from Knowledge Matters (https://knowledgematters.com/marketing-simulation/marketing-collection/)

**Course Schedule**

| Week | Topic | Activities |
|---|---|---|
| | | Textbook Chapters |
| 1 | Entrepreneurship Project Boot Camp<br>Introduction of the marketing process from an entrepreneur's perspective | CH1, 2, 3 |
| 2 | Understanding the entrepreneurship marketing environment<br>(Selection of Assignments 1-3) | CH 4 |
| 3 | Characteristics of buyer and seller behaviour in the 21st century including operating in an informal, sharing and online economy. | CH5, 16, 26 |
| 4 | Customer value and relationship marketing for SMEs<br>(Individual Project Due) | CH7,14 |
| 5 | Finding and evaluating marketing opportunities, marketing strategies and tactics<br>(Group Research Project Part 1 Due) | CH20, 22, 24, 25 |
| 6 | Using marketing research to be more successful<br>Sim 1 (Market Research and Segmentation) | CH6 |
| 7 | Segmentation, targeting and positioning<br>Sim 2 (Marketing Communication & Sales) | |
| 8 | Products, services, pricing and distribution<br>Sim 3 (Test Marketing) | CH8, 9 |
| 9 | Promotion, Internet marketing and branding<br>Pitch Preparation<br>(Group Research Project Part 2 Due) | CH10, 11, 15, 21 |
| 10 | Investor/Management Pitch: c/w Marketing Plan | |
| 11 | Review of Marketing Plan based on Pitch Feedback | |
| 12 | Group Journal Discussions &<br>further refinement of Marketing Plan | |
| 13 | Marketing Planning Completed and incorporated into the Project Management Platform (Final Marketing Report Due) | |

**Implementation date:** September 2021
**Cost:** N/A

**BUAD 499-12-12 Entrepreneurship Experience**
**New course:**
**Rationale:**
This course will provide students with the opportunity to execute a new venture, social business or new product/service. This is a hands on, experiential, work-integrated-learning practicum similar to what would be found in social work, nursing or other work placements. It is an integration of prior learning and an opportunity for students to put their entrepreneurial skills, knowledge and preparation into play. It is the capstone course of the Entrepreneurship specialty in the BBA.

**Calendar description:**
This practicum is the capstone for the Entrepreneurship Specialty of the BBA program. Students will integrate past work and experiential learning to implement a startup business, social innovation or product or service for an organization. In teams, students will experience the highs and lows of the entrepreneurship experience.
**Prerequisites:**
BUAD 370, BUAD 413, BUAD 414, BUAD 416 & BUAD 417
**Corequisites:**
ECON 395
**Course outline:**

# Business Administration

| | |
|---|---|
| Course Number: | **BUAD 499** |
| Course Title: | **Entrepreneurship Experience** |
| Credits: | 12 |
| Calendar Description: | This practicum is the capstone for the Entrepreneurship Specialty of the BBA program. Students will integrate past work and experiential learning to implement a startup business, social innovation or product or service for an organization. In teams, students will experience the highs and lows of the entrepreneurship experience. |
| Semester and Year: | **Winter 2026** |
| Prerequisite(s): | BUAD 370, BUAD 413, BUAD 414, BUAD 416 & BUAD 417 |
| Corequisite(s): | ECON 395 |
| Prerequisite to: | None |
| Final Exam: | None |
| Hours per week: | 12 |
| Graduation Requirement: | Required – BBA Entrepreneurship Specialty |
| Substitutable Courses: | No |
| Transfer Credit: | |

| |
|---|
| Special Notes:<br><br>Originally Developed: January 2021<br><br>EDCO Approval:<br><br><br>Chair's Approval: |

**Professors**

| Name | Phone | Office | Email |
|---|---|---|---|
| ***John Doe*** | **250-XXX-XXXX** | ***K: XXXX*** | |
| ***Jane Doe*** | **250-XXX-XXXX** | ***K: XXXX*** | |

**Learning Outcomes**

Upon completion of this course students will be able to:

- To integrate theoretical knowledge acquired in the Entrepreneurship Specialty with a business start-up, social innovation or new project with a sponsor organization in a team environment
- Launch and operate a business start-up or complete a new innovation project that will require cashflow management
- Apply project management skills to implement the term project
- Evaluate the results of the business start-up or new innovation project including a comparison to initial plans, financial projections and documentation of changes
- Apply interpersonal skills critical to entrepreneurship such as oral/written communication, leadership, teamwork, customer and supplier relationship development
- Conduct a professional self-evaluation and critical reflection of venture outcomes.
- Create a plan for next steps for the start-up or further new innovations

**Course Objectives**

The practicum within the Entrepreneurship Specialty has five key objectives:

1. Develop Entrepreneurial Expertise
2. Learner focused
3. Personalized and team based integrated education
4. To be fully immersive
5. To provide theory and application based experiences

## Course Approach/Learning Strategy:

Experiential learning is the core learning strategy for this course. Active participation in either a business startup, social innovation, or a significant new initiative for an existing business is the main mode of learning in this practicum.

Students will be expected to be self-directed and engage in evaluation (self and team) throughout the practicum; for example, students will independently seek out necessary sources of information and skills needed to undertake the practicum project, and will take responsibility for meeting their learning objectives, including taking the initiative to address any barriers which may arise. Experiential learning will be facilitated via the practicum project and the learning objectives.

**Practicum Project:**

During the practicum, students will work on a project which focuses on A) the implementation of their start-up/social innovation or B) an intrapreneurship project of significance for an organization. There is flexibility within these options. The project team and project focus was determined during their work in the Semester 7 portfolio of courses.

Students can expect to spend 20-30 hours/week on practicum related work, team meetings, etc. In addition students can expect to spend 3 hours/week engaging with professors, mentors or advisors. Remember this is a 12 credit course that is team based.

**Please note: Ethics Review**

It is anticipated that very few, if any, projects would require ethics review. This section is included to reinforce for students that engaging in primary research requires Ethics Board approval. Students, in conjunction with the appropriate faculty mentor, will have submitted their projects for review by the Okanagan College Research Ethics Board during the previous semester of the program. Normally, ethics approval through the College is only needed if the research is not part of the normal business of the host organization, and the host agency does not have its own ethics process. Examples include questionnaire-based surveys, interview or focus group-based studies, and anything where personal information (e.g. medical records) is used. All students will consult with the course coordinator and their practicum supervisor with regard to the need for ethics review. In the event that the practicum project requires approval by another ethics board (or boards), the student/team will be responsible for determining the date by which submission must occur in order to ensure the project can start on time.

**Evaluation:**

This course will be assessed on a commendable/satisfactory/unsatisfactory basis.

Commendable (80 – 100%)
Satisfactory (65– 79%)
Unsatisfactory (0 – 65%)

Refer to the Practicum Handbook for additional details on the following deliverables that will contribute to the assessment:

1. Learning contract
2. Interim report
3. Final report presentation
4. Evaluation of the project by student, team (peer evaluation), the market or client
5. Learning Journal and Individual Oral Assessment

**The Learning Contract:**

The learning objectives are the foundation of the practicum experience and form the core elements of the learning contract. Each student will develop his/her own learning objectives for their practicum in consultation with the Faculty Mentor and team members. The student should consider their own training needs, interests, and career goals in the development of the objectives.

The learning objectives will:

- Be **s**pecific, **m**easurable, **a**chievable, **r**ealistic, and **t**ime-targeted ("smart").
- Consist of 4-6 clear statements about the competencies and skills that the student wishes to learn or apply during their practicum placement.
- Use "action verbs" (e.g. explain, predict, analyze, compare, evaluate).
- Specify how the student's fulfillment of each objective will be measured.
- Result in at least one tangible product/service as a deliverable for the host agency or student run organization (e.g. a report, assessment, educational material, policy brief, manuscript, presentation).

Each student will complete a learning contract before starting their practicum. This contract is a written agreement, which describes and defines the working relationships between the student and their team, the student's learning objectives, as well as the needs and opportunities of the team or sponsor organization. Through the learning objectives, the learning contract will outline the methods and timelines to accomplish the objectives of the practicum. The student has the lead responsibility for developing the learning contract, in consultation with the Faculty Mentor. See the Practicum Handbook for details.

**Interim Report**

The interim report will be both a team and self-assessment in which the team evaluates overall team execution within the practicum and individual students evaluate how they are meeting their learning objectives and identify areas or activities that are going well, and areas or activities in need of improvement. For the latter, it will include plans to address these areas. See Practicum Handbook for the formatting directions and a rubric for evaluation.

**Final Report Presentation**

The final report presentation will take place in the "exam period" of the semester to give students the full semester to operate their venture or implement their project. The teams will present to their peers, clients and mentors on their teams results and what is next for the venture or organization. See Practicum Handbook for the formatting directions and a rubric for evaluation.

**Evaluation of the project by class, team and the market/client**

In addition to the final report presentation evaluation above, there will be surveys of relevant stakeholder groups regarding the team project performance. Performance criteria, sample surveys and rubrics are provided in the Practicum Handbook.

**Learning Journal and Individual Oral Assessment**

The learning journal which is an individual reflective exercise including both team and individual learning that took place during the practicum and how they would do things differently in the future. The learning journal format and rubric for assessment is outlined in the Practicum Handbook. An oral assessment interview will also be conducted individually with the Mentor/Coaches.

**Course Requirements**

**1. Start of Practicum**

Students are permitted to start their practicum once they have received the go ahead within the feedback of their Course Portfolios from Semester 7 – see BUAD 413, 414, 416 & 417 and have registered in BUAD 499.

**2. Practicum Handbook**

Students are required to know the content in the Practicum Handbook. Students will be held accountable to the policies and procedures within the handbook. Of particular importance are the ethical guidelines and non-disclosure materials. Your team will also be privy to potentially confidential material from other student team projects which you may not disclose without prior consent. You will be able to find the Practicum Handbook on Moodle.

**3. Practicum Orientation Session and Specific Training labs**

See week 1 of the course schedule.

**Course Schedule**

| Week | Topic | Deliverable |
|---|---|---|
| **1** | Practicum Orientation<br>Project Plan revisited and Execution begins (continues?) | Project Charter and Learning Contract |
| **2** | Milestones from the Team Project Plan | Faculty/Mentor Progress Report 1 |
| **3** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 2 |
| **4** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 3 |
| **5** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 4 |
| **6** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 5 |
| **7** | Mid-Project Review to Mentors (Clients?) and the other Student Teams<br>Milestones from Team Project Plan | Presentation & feedback summary<br>Learning Contract Interim Report |
| **8** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 6 |
| **9** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 7 |
| **10** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 8 |
| **11** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 9 |
| **12** | Milestones (revisions to?) from the Team Project Plan | Faculty/Mentor Progress Report 10 |
| **13** | Project Completion<br>What is Next? | Learning Journal, Individual Oral Assessment |
| **Exam Block** | Project Results Presented to Mentors/Clients/Investors? and the other Student Teams | Presentation;<br>Peer, Client and/or Market Review |

**Implementation date:** September 2021
**Cost:** N/A

### BUAD 264 Management Accounting

**Course revision:**

- Prerequisites
- Description

**Rationale:**

The revision is to update the course description to reflect a rebalancing of course content between BUAD 264 and BUAD 365. It also includes an update to the prerequisites to allow OADM students who are looking to attain a Bookkeeping credential to take this course.

**Prerequisites**

| Current | Proposed |
|---|---|
| BUAD 111, BUAD 128 and MATH 114<br>or<br>BUAD 111 and admission to any Business Administration Post- Baccalaureate Diploma | BUAD 111, BUAD 128 and MATH 114<br>or<br>BUAD 111 and admission to any Business Administration Post-<br>Baccalaureate Diploma or<br>successful completion of the Accounting/Bookkeeping Certificate |

**Description:**

| Current | Proposed |
|---|---|
| This course refines and extends the range of financial models developed in BUAD 111 with changes from the past to the future. The budget replaces the balance sheet, performance and analysis replaces the income statement and the cash flow forecast replaces the cash flow statement. Break-even analysis, and make-or-buy, pricing and capital investment decisions are studied. | This course refines and extends the range of financial models developed in BUAD 111 with changes from the past to the future. The budget replaces the balance sheet, performance and analysis replaces the income statement and the cash flow forecast replaces the cash flow statement. Costing methods, make-or-buy, pricing and capital investment decisions are studied. |

**Implementation date:** April 2021

**Cost:** N/A

**BUAD 336 Service Design**

**Course revision:**

- Content
- Description
- Title

**Rationale:**

With the onset of the pandemic, professors teaching BUAD 336 wanted to explore ways to adapt the course to reflect the new learning environment. At the same time, the professors also engaged in a review of the course to identify areas where the course could be updated, enhanced and could take advantage of student and industry feedback.

During the pandemic, the ability of student teams to conduct primary research became limited. The course was redesigned to allow student teams to analyze an organization using secondary research. The results of this change were positive in achieving the learning outcomes. With the advent of the new Entrepreneurship specialty area, Services Design was identified as a required course in the third year of this new specialty program conditional upon a revision that the opportunity be created for students to develop prototypes of new services. This inclusion would require new learning outcomes to be added.

These cumulative changes prompted faculty to determine that both a formal course revision and a name change was warranted.

**Content:**

1**.** Consolidate the learning and application of the Services Design modelling into the first 6 weeks of the course and direct student to complete a services design review of an organization of their choice using market research and secondary research.

2. Introduce students to the creation of new service concepts using design thinking**.**

**Description:**

| Current | Proposed |
|---|---|
| formerly BUAD 294 This course includes the design of a service model based on the components of | formerly BUAD 294 Students learn the design of an organizational service model using the gaps model of |

| | |
|---|---|
| intangibility, heterogeneity, simultaneous production and consumption and perishability of a service offering. It is applicable to profit and non-profit organizations alike. Included is the application of the gaps model of service quality to an actual client that is engaged in the provision of an experience. Emphasis will be placed on a blend of theory and project work with the client. Students with credit for BUAD 294 cannot take BUAD 336 for further credit. | services design and apply it to a professional service organization. Students develop a new service concept using design thinking principles. The modelling explains those attributes that distinguish a service and how they work together. The students' application is made to a for profit or non-profit organization. Students with credit for BUAD 294 cannot take BUAD 336 for further credit. |

**Title:**
Services Design & Development
**Implementation date:** April 2021
**Cost:** N/A

**BUAD 365 Cost Accounting**

**Course revision:**

- Description

**Rationale:**
The revision is to update the course description to reflect a rebalancing of course content between BUAD 264 and BUAD 365.
**Description**

| Current | Proposed |
|---|---|
| formerly BUAD 274 This course provides an in-depth analysis of management and cost accounting issues. Costing methods for manufacturing and service businesses are examined, including job costing, process costing, joint product and byproduct costing, plus activity-based costing. Other topics include service department cost allocation, variance analysis and profitability analysis. CPA (credit with BUAD 466). Students with credit for BUAD 274 cannot take BUAD 365 for further credit. | This course provides an in-depth analysis of management and cost accounting issues. Costing methods for manufacturing and service businesses are examined. Other topics include service department cost allocation, variance analysis and profitability analysis. CPA (credit with BUAD 466). Students with credit for BUAD 274 cannot take BUAD 365 for further credit. |

**Implementation date:** April 2021
**Cost:** N/A

**BUAD 460 Investing in Financial Institutions**

**Course revision:**

- Prerequisites

**Rationale:**
This course has been running for several semesters. Students were asking to take the course right after taking BUAD 350 (without 4th year standing). These students were successful in completing the course. It was determined that simply having BUAD 350 alone was the more appropriate prerequisite
**Prerequisites:**

| Current | Proposed |
|---|---|
| BUAD 350 and minimum fourth- year standing | BUAD 350 |

**Implementation date:** April 2021
**Cost:** N/A

**BUAD 461 Applied Corporate Finance**

**Course revision:**

- Prerequistes

**Rationale:**

The revision is to update the pre-requisites to reflect the introduction of a new course BUAD 354 in the program.

**Prerequisites:**

| Current | Proposed |
|---|---|
| BUAD 195, BUAD 296, BUAD 264 | BUAD 354; or BUAD 361 (special topics - Financial Modeling |

**Implementation date:** April 2021

**Cost:** N/A

**Post Baccalaureate Certificate in Human Resources Management**

**New program:**

**Rationale:**

This credential provides a direct, efficient pathway to becoming a Chartered Professional in Human Resources (CPHR) candidate, and is designed for applicants who possess a business undergraduate degree. This one-year diploma program has curriculum that has been mapped to the CPHR National Knowledge Competencies, and as such, it is anticipated that this new credential will be included in the Exam Exemption Agreement that Okanagan College currently holds with CPHR.

**Calendar description:**

This 9-course (27 credit) post-baccalaureate certificate is aimed at students with a bachelor's degree in a business program, other than those with a Human Resources Management major or specialty, who wish to pursue a career in the Human Resources Management field. Required courses cover content that is mapped to the CPHR National Knowledge Competencies.

Students graduating with an average of 70% or higher may be eligible for an exemption from the National Knowledge Exam (NKE), as administered by the Chartered Professionals in Human Resources of British Columbia & Yukon. The NKE is one of the requirements to become a designated professional in Human Resources Management, known as a Chartered Professional in Human Resources (CPHR).

8. State the proposed admission re

**Admission requirements:**

Successful completion of a recognized bachelor's degree in any business program other than those with a Human Resources Management major or specialty.

**Graduation requirements:**

Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%

**Program outline:**

BUAD 246 Recruitment and Selection
BUAD 247 Training and Development
BUAD 248 Occupational Health and Safety
BUAD 340 Strategic Management I
BUAD 375 Strategic Human Resource Planning
Plus 4 of the following HR specific electives (at least one of which must be at the 400 level)
BUAD 201 Conflict Resolution and Negotiation
BUAD 279 Industrial Relations
BUAD 374 Employment Law
BUAD 376 Compensation and Benefits
BUAD 410 Organization Change and Development
BUAD 411 HR Metrics & Analytics
BUAD 412 Strategic Performance Management

**Implementation date:** September 2021

**Cost:** N/A

**Post Baccalaureate in Human Resources Diploma**

**Program revision:**

- Admission requirements

**Rationale:**
A new Post Bac Certificate in Human Resources is being proposed which will be a better and faster pathway for students with an existing Business Degree who wish to gain the competencies required by the CPHR accrediting body.

During our first 2 intakes of the current Post Bac Diploma in HR we discovered that some students were being turned away because they had too many business credits for the existing Post Bac Diploma to be appropriate.

With the new proposed Post Bac Certificate, we will have two distinct programming options. This current Post Bac Diploma will be restricted to students with a degree other than business. The new program will be more appropriate for students with a business degree.

**Admission requirements:**

| Current | Proposed |
|---|---|
| Successful completion of a recognized bachelor's degree in any business or non-business program other than those with a Human Resources Management major or specialty. | Successful completion of a recognized bachelor's degree in any non- business program. |

**Implementation Date:** September 2021
**Cost:** N/A

**BBA Entrepreneurship Specialty**

**Program revision:**

- Addition of courses
- Program name
- Description
- Program outline
- Revision of courses

**Rationale:**
In consultation with community members, students, past graduates and faculties within OC, interest in creating an experiential entrepreneurial credential was expressed. OSB experience teaching in the Jamk Team Academy spurred OSB to consider how we could create such a program here. A specialty area which aligns with the existing BBA template was determined to be a unique and creative way to build on the successful programming already at Okanagan College and to add to it.

This specialty area will give students the opportunity to gain the core fundamental business skills required by the current BBA. In addition to that, it will also allow for students to investigate, plan for and execute a business idea. The program is inherently experiential and has a practicum included in the program design. This is a differentiating feature from other BBA specialty areas.

**Addition of courses:**
BUAD 112
BUAD 212
BUAD 319
BUAD 371
BUAD 413
BUAD 414
BUAD 416
BUAD 417
BUAD 499

**Program name:**

BBA – Entrepreneurship

**Description:**

The Entrepreneurship specialty is an alternative way to complete the Okanagan College BBA Degree. This limited entry program is designed primarily for individuals with limited business background who are looking to gain experience and knowledge related to entrepreneurship (starting a new business, or social business, or launching new products or services within existing businesses (intrapreneurship).

The Entrepreneurship specialty allows participants to gain all of the core business knowledge of the existing BBA, but has distinct features that set it apart. First students will focus their elective courses on topics related to innovation and creativity, services design, new product development, and the strategic, marketing, operational and financial aspects of starting new businesses, social business or new initiatives. Second, students will be encouraged to explore their passions and interests by infusing them directly in course assignments. The program is designed to allow students to explore different approaches to business, and to investigate and integrate social and environmentally focused business drivers into the work they produce. Third, students will engage in immersive experiential learning through direct connection to businesses, applied business projects and a practicum where students put their learning into action. Finally, students complete their 4 year program in a cohort supported by lead professors and community mentors. Students will form enduring relationships with their peers in the cohort and received coaching from seasoned entrepreneurs through the degree.

Program Objectives

This program has all of the hallmark objectives of the original BBA with a few additions:

Innovation and Creativity

Graduates will have demonstrated the ability to generate innovative ideas and execute them.

Entrepreneurship

Graduates will have gained the necessary skills to effectively conceptualize, plan and execute a new venture, social business or product/service innovation.

Community Focus

Graduates will have demonstrated the ability to integrate the social, environmental, and community impacts of doing business into their operational and strategic planning

**Program outline:**

**BBA Entrepreneurship Specialty**

## Courses by Semester

The following section outlines the courses in the specialty area as they would be taken by students in the program.

| | |
|---|---|
| Semester 1 (Fall)<br>• Buad 116 Intro to Marketing<br>• Buad 111 Financial Accounting I<br>• CMS 112 Professional Writing I<br>• Math 114 Business Mathematics<br>• Buad 128 Computer Applications | Semester 2 (Winter)<br>• Buad 123 Management Principles<br>• Buad 113 Canadian Business<br>• Buad 195 Financial Management<br>• Buad 176 Professional Sales<br>• Buad 112 Intro. to Entrepreneurship |
| Semester 3 (Fall)<br>• Buad 264 Management Accounting<br>• Buad 262 Organizational Behaviour<br>• Buad 209 Business Law<br>• Buad 200 Digital Marketing<br>• Buad 212 Idea Generation | Semester 4 (Winter)<br>• Buad 251 Personal Financial Planning<br>• Buad 269 Human Resources Mgmt.<br>• CMS 122 Professional Writing II<br>• Buad 319 Intro.to Mgmt. Consulting<br>• Non-Business Elective |
| Semester 5 (Fall)<br>• Stat 124 Business Statistics<br>• Buad 340 Strategic Management<br>• Buad 415 New Product Development<br>• Buad 371 Organizations & Society<br>• Non-Business Elective | Semester 6 (Winter)<br>• Buad 315 Management Science<br>• Buad 425 Can. Gov't. & Business<br>• Buad 336 Services Dev. & Design<br>• Specialty Area Elective<br>• Non-Business Elective |
| Semester 7 (Fall) | Semester 8 (Winter) |

| | |
|---|---|
| • Buad 413 Finance for Entrepreneurs<br>• Buad 417 Marketing for Entrepreneurs<br>• Buad 414 New Venture Creation<br>• Buad 416 New International Bus. Ventures<br>• Buad 370 Leadership | • Econ 395 Special Topics<br>• Buad 499 Entrepreneurship Practicum (12 credits) |

**Revision of courses:**
BUAD 336
**Implementation date:** September 2021
**Cost:** N/A

**BBA Finance Specialty**

**Program revision:**
- Addition of Courses
- Program Outline

**Rationale:**
A new course - BUAD 354 has been formally added to the program. This course have been delivered for the last two years as a special topics course. The department would like it to become a regular course offering.
**Addition of courses:**
BUAD 354
**Program Outline:**

| Current | Proposed |
|---|---|
| While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Finance.<br><br>Eight courses from the following:<br>BUAD 208 Canadian Income Tax I<br>BUAD 234 Retirement Income Planning<br>BUAD 235 Insurance and Estate Planning<br>BUAD 250 Canadian Securities<br>BUAD 251 Personal Financial Planning<br>BUAD 296 Long-term Capital Management<br>BUAD 350 Capital Markets<br>BUAD 353 Derivative Securities<br>BUAD 356 Taxation and Investment Planning<br>BUAD 360 Canadian Financial Institutions<br>BUAD 361 Selected Topics: Finance<br>BUAD 468 Selected Topics: Finance<br>BUAD 369 Canadian Income Tax II<br>BUAD 450 Investment Management<br>BUAD 460 Investing in Financial Institutions<br>BUAD 461 Applied Corporate Finance | While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Finance.<br><br>Eight courses from the following:<br>BUAD 208 Canadian Income Tax I<br>BUAD 234 Retirement Income Planning<br>BUAD 235 Insurance and Estate Planning<br>BUAD 250 Canadian Securities<br>BUAD 251 Personal Financial Planning<br>BUAD 296 Long-term Capital Management<br>BUAD 350 Capital Markets<br>BUAD 353 Derivative Securities<br>BUAD 354 Financial Modeling<br>BUAD 356 Taxation and Investment Planning<br>BUAD 360 Canadian Financial Institutions<br>BUAD 361 Selected Topics: Finance<br>BUAD 468 Selected Topics: Finance<br>BUAD 369 Canadian Income Tax II<br>BUAD 450 Investment Management<br>BUAD 460 Investing in Financial Institutions<br>BUAD 461 Applied Corporate Finance |

**Implementation date:** April 2021
**Cost:** N/A

**BBA Management Specialty**

**Program revision:**
- Addition of courses
- Program outline

**Rationale:**
BUAD 336 is currently a course in the Marketing specialty area. This course is currently being revamped and expanded and has been deemed something that is of interest and importance to Management students as well. It would be an excellent addition to the suggested options within the Management specialty area.

**Addition of courses:**
BUAD 336

**Program outline:**

| Current | Proposed |
|---|---|
| While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Management:<br>BUAD 176 Professional Sales<br>BUAD 298 Small Business Management<br>BUAD 370 Leadership<br>BUAD 382 Operations Management<br>Plus 4 of:<br>BUAD 201 Conflict Resolution and Negotiation<br>BUAD 283 Management Information Systems<br>BUAD 289 Purchasing and Materials Management<br>BUAD 305 Logistics and Supply Chain Management<br>BUAD 306 Managing Professional Service Firms<br>BUAD 307 Managing for Innovation<br>BUAD 308 Multicultural Management<br>BUAD 309 Social Entrepreneurship<br>BUAD 331 Project Management<br>BUAD 334 Events Planning<br>BUAD 339 Selected Topics: Management<br>BUAD 439 Selected Topics: Management<br>BUAD 341 Introduction to Non-Profit Management<br>BUAD 346 Sustainable Management<br>BUAD 410 Organization Change and Development<br>BUAD 412 Strategic Performance Management<br>BUAD 415 New Product Development<br>BUAD 440<br>BUAD 480 Strategic Management II | While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Management:<br>BUAD 176 Professional Sales<br>BUAD 298 Small Business Management<br>BUAD 370 Leadership<br>BUAD 382 Operations Management<br>Plus 4 of:<br>BUAD 201 Conflict Resolution and Negotiation<br>BUAD 283 Management Information Systems<br>BUAD 289 Purchasing and Materials Management<br>BUAD 305 Logistics and Supply Chain Management<br>BUAD 306 Managing Professional Service Firms<br>BUAD 307 Managing for Innovation<br>BUAD 308 Multicultural Management<br>BUAD 309 Social Entrepreneurship<br>BUAD 331 Project Management<br>BUAD 334 Events Planning<br>BUAD 336 - Services Design & Development<br>BUAD 339 Selected Topics: Management<br>BUAD 439 Selected Topics: Management<br>BUAD 341 Introduction to Non-Profit Management<br>BUAD 346 Sustainable Management<br>BUAD 410 Organization Change and Development<br>BUAD 412 Strategic Performance Management<br>BUAD 415 New Product Development<br>BUAD 440 – Advanced Business Strategy<br>BUAD 480 Strategic Management II |

**Implementation date:** April 2021
**Cost:** N/A