

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 later than 4 months before the date of application.

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 Jarney – 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. Wheelless' Textbook of Orthopaedics-Duke Orthopaedics (wheelessonline.com)

Learning Outcomes

By the end of this course, students

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.

Assignments	30%	
Quizzes	10%	
Final Exam	20%	
TOTAL	100%	

ORTH 114	Practicum	260 Hours
<p>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.</p> <p>Prerequisite: ORTH 110, ORTH 111, ORTH 112 and ORTH 113</p>		
<p>Resources</p> <ol style="list-style-type: none"> 1. Okanagan College Practicum Checklist 2. Okanagan College Practicum Guide 		
<p>Learning Outcomes</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> Confidently perform the LPN Orthopaedic duties independently. Successfully complete all BC LPN Orthopaedic skill competencies. 		

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Science, Technology, and Health Programs

ARTICULATION AGREEMENT
UBC Okanagan and Okanagan College

Okanagan College's Common First Year Engineering Certificate Program and

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

	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.

Current Program Outline

Proposed Program Outline

Year One

Semester I

PSYC 111 Introduction to Psychology: Basic Processes

SOCI 111 Introduction to Sociology I

ENGL 100 University Writing

CRIM 111 Introduction to Criminology

POLI 101 Introduction to Politics Semester II

PSYC 121 Introduction to Psychology: Personal Functioning

SOCI 121 Introduction to Sociology II

CRIM 121 Introduction to the Criminal Justice System

GSWS 100 Introduction to Gender, Sexuality, and Women's Studies Electives (3 credits) *

Year Two

Semester III

CRIM 235 Canadian Law and Legal Institutions

CRIM 260 Social Science Research Methods

SOCI 270 Deviance and Social Control One of:

CRIM 240 Applied Ethics for Criminal and Social Justice Professions

PHIL 250 Applied Ethics for Criminal and Social Justice Professions

And one of:

PSYC 250 Interpersonal Relations

PSYC 231 Drugs and Behaviour

PSYC 242 Abnormal Psychology

PSYC 255 Introduction to Psychology and Law

PSYC 230 The Biopsychology of Behaviour

Semester IV

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

b) distinguish between continuity and differentiability of a function

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:



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 co2 g0.2 G9()TJETQq0.00000912oalt5F19 1

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 012¹ or English 12² or English 12 First Peoples² or Language Proficiency Index^{3 1}

minimum grade of 60 required

² minimum score of 60 required

³ minimum score of 24 required

Upon successful completion of this course, students will 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

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

abide by the rules for classroom etiquette detailed below and to your relationship with your instructor and your class colleagues. To contribute to an

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.

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

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-

Employment Pitches	Jan. 22	5%
Employment Package	Jan. 29	10%
Adjustment Letter In-Class Mid	Feb. 12	10%

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

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. BT/F19 10.56 Tf1 0 0 4(r)-3(9f)ITJETQa0.00000912 0 612 92 reW* nBT/F19 10.56 Tf1 0 10.i Tc{by)ITJETQa0.00000

As this is a learner-centred course, students share responsibility with the instructor for the success

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.

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 professionalio 318.4 reW* nBT/F19 10.56 Tf1 0 0 1 .

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

**DEPARTMENT OF
ECONOMICS**
Arts and Foundational Programs

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

Professor: xxxxx

Phone: xxxxx

E-Mail: xxxxx

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

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

<i>Jane Doe</i>	<i>K: XXXX</i>

Learning Outcomes

Upon completion of this course students will be able to

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 1. Entrepreneurship: A Global Social Movement	

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:	<p>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.</p>
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

<i>Jane Doe</i> <i>K: XXXX</i>

Learning Outcomes

Course Schedule

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

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

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.

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:

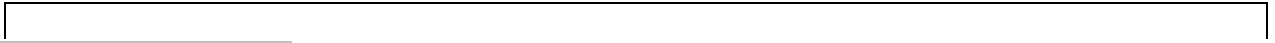
Special Notes:

Originally Developed: 2018

EDCO Approval:

Chair's Approval:

Professors



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:

Course Schedule

Date		Topic
2020 Week of:		Wednesday, September 9 – First Day of Classes Monday, October 12 – Statutory Holiday Wednesday, November 11 – Statutory Holiday
Sep	9	Introduction Key modelling structures Best practices of financial modelling Review of basic accounting and finance concepts The structure and content of published financial statements and reports Why analyze historical financial statements
	14	Start building a model from scratch

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

Course Number:	BUAD 371
Course Title:	Organizations and Society
Credits:	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

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. Analyze 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: <ul style="list-style-type: none">- Individual vs Organizational Ethics,- Stakeholder Analysis- Managing ethical conduct, ethical problems for Managers,- Situational issues and situations related to:<ul style="list-style-type: none">o organizations and society,o corporate social responsibilityo the environmento nonprofit organizationso social business- Current topics and societal issues
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Notes

<p>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.</p> <p>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</p> <p>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.</p>
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Evaluation Procedure

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

Course Schedule

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		<i>Exam/Paper</i>	
6		Topic – Ethics, Leadership, and Employees	6/12
7		Topic – CSR – Context,	7

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:	

Originally Developed:

Professors

<i>Jane Doe</i> <i>K: XXXX</i>

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
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illustrate different potential scenarios.

Business Administration

Course Number:	BUAD 414
Course Title:	New Venture Creation
Credits:	3

Professors

3. Effective Project Management: Traditional, Agile, Extreme, Hybrid, Eighth Edition, by Robert Wysocki; Published by John Wiley & 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;.

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

Professor

Course Schedule

1	Entrepreneurship Project Boot Camp Course Introduction International Entrepreneurship Context	Text Ch. 1-2
2	Cultures and International Entrepreneurship Developing Cultural Intelligence	Text Ch. 3 Readings Assignment 1
3	Global Monetary Systems, Foreign Exchange	Text Ch. 4 MOOC selection Quiz 1
4	The Political Economy, Trade Agreements & Regulatory Differences The Canadian Government Agencies for Trade	Assigned videos 1-3
5	Entering Global Markets <i>Groups are formed and Assignments/Cases are chosen</i>	Text Ch. 5-7 Assignment 2
6	Internationalizing New Ventures Designing Digital Products to be World Ready	Readings Guest Speaker Quiz 2
7	Managing the Global Entrepreneurial Enterprise (Entry Strategies, Marketing, R & D, and HRM)	Text Ch. 8-9 Quiz 2
8	Implementing a Global Entrepreneurial Strategy	Text Ch. 11 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 Internationalization Planning Completed and incorporated into the Project Management Platform	Quiz 3 Portfolios Due

Course Approach/Learning Strategy:

This course will involve primarily experiential learning. Internationalization is an ambitious but attainable step in any start

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.

Professors

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 val

Notes

Assignments (15%)

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%)

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%)

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%)

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.

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

Professors

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-

Practicum Project:

Students can expect to spend 20

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.

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 or BUAD 111 and admission to any Business Administration Post- Baccalaureate Diploma	BUAD 111, BUAD 128 and MATH 114 or BUAD 111 and admission to any Business Administration Post- Baccalaureate Diploma or 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.

<p>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.</p>	<p>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.</p>
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Title:

Services Design & Development

Implementation date: April 2021

Cost: N/A

BUAD 365 Cost Accounting

Course revision:

- Description

Rationale:

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-	

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,

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

Eight courses from the following:

- BUAD 208 Canadian Income Tax I
- BUAD 234 Retirement Income Planning
- BUAD 235 Insurance and Estate Planning
- BUAD 250 Canadian Securities
- BUAD 251 Personal Financial Planning

