


Course Outline

School:	School of Business
Department:	Business Management
Course Title:	Fundamentals of Business
Course Code:	BUSN 119
Course Hours/Credits:	56
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Drew Smylie, Linda Donville, Shanker Seetharam, Kerri Shields
Creation Date:	Fall 2008
Revised by:	Kerri Shields
Revision Date:	Fall 2025
Current Semester:	Fall 2025
Approved by:	

Amanda Stone, Associate Dean/Dean
School of Business

Students are expected to review and understand all areas of the course outline. Retain this course outline for future transfer credit applications. A fee may be charged for additional copies. This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

This course provides a broad introduction to essential business principles, giving students a foundational understanding of core business functions, contemporary theories, and corporate responsibilities within a globalized economy. Students will explore how various areas of business, including management, leadership, ethics, human resources, operations, marketing, sales, accounting, and finance, are connected and respond to changes in technology, economic conditions, international competition, and consumer behavior.

Through practical activities, students will develop an entrepreneurial mindset by creating a new business concept, conducting market research, and analyzing the business environment to guide decisions related to target markets, product or service design, human resources, operations, financial planning, and social responsibility.

In addition to building business knowledge, students will strengthen essential professional skills such as communication, collaboration, research, time management, and critical thinking. By the end of the course, students will have established a strong foundation for continued academic progress and future success in the dynamic and interconnected world of business.

External Standard Information (ESI)

N/A

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <https://www.skilledtradesontario.ca/about-trades/trades-information/>.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Discuss the role of business, the changing trends of business, and the impact of existing and emerging technologies on business opportunities.
2. Perform an environmental scan (PESTLE) and describe how political, economic, socio-cultural, technological, environmental, legal, and competitive factors create favourable opportunities for, or set constraints upon, a business enterprise.
3. Discuss the impact of corporate social responsibility (CSR) and ethical issues (e.g., public safety, disposal of waste, false advertising, bribery, confidentiality, conflict of interest and corruption) upon both an organization's operations and its stakeholders.
4. Explain the importance of trade for Canadian business including the opportunities and challenges of conducting business in the global economy.
5. Discuss the major activities involved in the functional areas of an organization and the interrelationship among these areas (i.e., Human Resources, Marketing, Accounting/Finance, and Operations/Production).
6. Explore the entrepreneurial mindset through examining the considerations entrepreneurs make when starting a business as well as the importance of, and elements of, a business plan.
7. Describe the basic management functions of planning, organizing, leading, and controlling as they pertain to all areas of business.
8. Identify risk management strategies for an organization (e.g. insurance, contingency plans, SWOT analysis, forecasting).

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

New Essential Skills (NES)

3. Explore and create ideas that lead to innovation, entrepreneurship and social enterprise opportunities.
5. Explore, gather, interpret and visualize industry-relevant data to effectively communicate analytical insights for evidence-based decision making.

Global Citizenship and Equity (GC&E) Outcomes

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
4. Analyze the use of the world's resources to achieve sustainability and equitable distribution at the personal, professional, and global level.
6. Support personal and social responsibility initiatives at the local, national or global level.

Methods of Instruction

A variety of instructional methods will be used, depending on the course delivery mode. These may include instructor-led lessons; weekly learning modules delivered through the learning management system (LMS); interactive online or in-classroom discussions in both large and small groups; collaborative teamwork; presentations; assigned readings and videos; research activities; and hands-on learning experiences designed to reinforce key concepts.

Text and Other Instructional/Learning Materials

The costs of textbooks or other learning material are available through the Centennial College Bookstore <https://www.bkstr.com/centennialprogressstore/shop/textbooks-and-course-materials>.

Text Book(s):

Open Educational Resource (OER) eBook: Business Fundamentals by Kerri Shields
<https://ecampusontario.pressbooks.pub/businessfundamentals>

Online Resource(s):

Internet, Learning Management System (LMS), Outlook 365, MsOffice.

Material(s) Required for Completing this Course:

Students will need a computer or laptop with reliable Internet access to successfully complete this course. On-campus students may use the computers available at the College. Online learners must ensure they have access to similar technology or can utilize the College's virtual desktop environment to access a computer remotely.

Please see the weekly topical outline for any Additional Learning Resources required for your section of this course.

Classroom and Equipment Requirements

Students will need access to an internet-enabled device such as a laptop, desktop, or tablet. For on-campus students, computers with internet access are available through the College. Remote learners are expected to have access to comparable technology.

Evaluation Scheme

- **Content Connections:** Students will complete 4–8 low-stakes graded assessments to reinforce key course concepts. When possible, class time will be provided, but some activities may be assigned as homework. Students in online sections or those who miss class are expected to complete activities independently. Formats may include discussion boards, debates, role-plays, research, games (e.g., Kahoot), interactive tools (e.g., Nearpod), quizzes, or similar. Activities completed before Week 7 will count for 10% of the final grade, while activities completed after Week 7 will count for an additional 10%. There will be no content connection activities submitted during Weeks 1, 7 or 14.
- **Assignment #1 (Groups):** Working in groups, students will analyze a real-world business challenge related to global resource use, with a focus on achieving sustainability and equitable distribution.

They will evaluate the risks, benefits, and ethical implications of multiple options to develop well-supported recommendations. This project emphasizes critical thinking, research, and analytical skills, and aligns with Global Citizenship and Equity (GC&E) learning outcomes #1, #4, and #6.

- **Test #1 (Individual):** Assess knowledge gained through Weeks 1-6. The test includes multiple question types (e.g., multiple-choice and written response questions).
- **Assignment #2 (Groups):** Working in groups, students will analyze a real-world business challenge and evaluate the risks, benefits, and ethical implications of multiple options to develop well-supported recommendations. Through this process, students will apply critical thinking, research, and analytical skills while identifying their roles and responsibilities as global citizens in both personal and professional contexts. The project also supports the development of personal and social responsibility initiatives, aligning with Global Citizenship and Equity (GC&E) learning outcomes #1 and #6.
- **Business Venture Project (Groups):** This multi-week project invites students to apply their understanding of entrepreneurship, corporate social responsibility (CSR), and core business functions to develop a new business venture concept, culminating in a partial business plan. Working in teams, students will analyze the business environment, identify a viable opportunity, define a target market, and propose appropriate products or services. The project will integrate key areas such as marketing, operations, finance, CSR, and risk management. To support effective collaboration, each team will establish participation guidelines and shared expectations. In addition to the group work, students will submit an individual reflection on their learning and complete a peer evaluation to assess team contributions.
- **Test #2 (Individual):** Assess knowledge gained through Weeks 8-13. The test includes multiple question types (e.g., multiple-choice and written response questions).

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Content Connections	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 6, 7, 8, 9, 10, 11		1, 4, 6	20
Assignment #1 (Groups)	1, 3, 5, 7	1, 6, 7, 9, 10, 11	5	1, 4, 6	15
Test #1 (Individual)	1, 3, 5, 6	1, 2, 6, 8, 9, 10, 11		1	15
Assignment #2 (Groups)	1, 3, 5, 7, 8	1, 6, 7, 9, 10, 11	5	1, 6	15
Business Venture Project (Groups)	1, 2, 3, 5, 6, 7, 8	1, 2, 6, 7, 8, 9, 10, 11	3, 5	1, 4, 6	20
Test #2 (Individual)	1, 3, 4, 5, 7, 8	1, 6, 7, 10, 11		4	15
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

Every assignment submitted to The Business School should follow APA referencing guidelines. This is expected and standard in both the academic world and the business world.

Please visit the link for more information on APA referencing guidelines:

<https://e.centennialcollege.ca/content/enforced/42585-SOBStudentToolkits.dev/The%20Business%20School%20APA%20referencing%20guidelines.pdf>

Course Policies

PASSING GRADE

Students must earn a minimum overall grade of 50 out of 100 (50%) to successfully pass the course.

MISSED TESTS

Students who miss a test for a valid reason must email their professor as soon as possible and no later than 48 hours after the absence. Students will be required to submit professional documentation, as

determined by the College, explaining the reason for the absence. While there is no guarantee that a missed test can be made up, the professor will review the situation in accordance with College guidelines and discuss available options with the student, if any.

LATE ASSIGNMENTS

Assignments should be submitted on or before the stated due date. Late submissions will be subject to a penalty of 20% per day, including weekends and holidays. No late penalty will be applied when work is missed for a justifiable reason, provided appropriate professional documentation, as determined by the College, is submitted.

ACADEMIC CONSIDERATIONS

Students are responsible for informing their professor, as early as possible, of any circumstances during the semester that may negatively affect their academic performance and for requesting appropriate consideration in accordance with College policies. Failure to do so may jeopardize the student's right to an academic appeal.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created,

and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

Transfer Credit, PLAR, and Pathways

Students may be eligible for transfer credit, PLAR, or pathway opportunities based on prior learning or experience. Information on eligibility and application processes is available on the College's Pathways to Credit website at <https://www.centennialcollege.ca/admissions/pathways-and-partnerships/pathways-to-credit/>.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Course Overview Course Outline Centennial College Student Services Habits for Student Success Habits for Business Success	Course Outline Course Textbook Chapter 1: Habits for Business Success	<ul style="list-style-type: none"> List five benefits of obtaining a college or university credential. Discuss five of the skills the Conference Board of Canada lists as Employability Skills. List five tips a student can apply to improve their study skills. Explain what APA style for document formatting is and why an author should use it. Discuss three habits of highly effective people. List five ways in which a student or business professional can improve their time management skills. Describe five ways in which a student or business professional can reduce stress. Discuss five ways in which a student can gain business work experience. Explain how the power of mindfulness can help corporations. Discuss the five zones of professional etiquette. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Begin Content Connections Weeks 1-6 (10%) Nothing Due in Week 1	
2	Business Concepts Teamwork	Course Textbook Chapter 2: Business Concepts and Teamwork	<ul style="list-style-type: none"> Explain the role the Government has in Canadian business. Explain the economic benefits derived when businesses earn profits. Explain the differences between for-profit and not-for-profit organizations. Define the terms "entrepreneur", "profit", and "revenue". Describe the public, private, and non-profit business sectors. Identify stakeholders relevant to an organization. Describe the four factors of production. Describe five functional areas of business. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			<ul style="list-style-type: none"> • Differentiate between the internal, micro, and macro business environments. • Explain the seven characteristics of effective teams. • Provide an example of a task-facilitating role and a relationship-building role on a team. • Explain why team conflict might occur and how it can be resolved. 			
3	Ethics, Law, and Social Responsibility	Course Textbook Chapter 6: Ethics, Law, and Social Responsibility	<ul style="list-style-type: none"> • Define Corporate Social Responsibility (CSR) and explain how organizations are responsible to their various stakeholders. • Discuss the United Nations Sustainable Development Goals and how these can align with CSR business strategies. • Explain the four parts of Carroll's Corporate Social Responsibility Pyramid. • Discuss the legal responsibilities of a business using three specific legal regulation examples. • Define business ethics and explain what it means to act ethically in business. • Explain how organizations can prevent unethical behaviours such as sexual harassment and bribery. • Explain how an individual can avoid an ethical lapse, and why one should not rationalize when making decisions. • Identify four things you can do to maintain your honesty and integrity in a business environment. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections Begin Assignment #1	
4	Economics and Banking	Course Textbook Chapter 5: Economics and Banking	<ul style="list-style-type: none"> • Describe different types of global economic systems according to how they control the factors of production through input and output markets. • Describe the law of supply and demand and how the equilibrium price is determined. • Identify the various degrees of competition in the Canadian economic system. • Describe what occurs at each of the four stages of the business cycle. • Explain how the unemployment rate in 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			<p>Canada is measured and the four different types of unemployment that occur.</p> <ul style="list-style-type: none"> • Explain how the Consumer Price Index (CPI) measures inflation. • Summarize how the government uses both monetary and fiscal policies to stabilize the economy as a result of business cycle fluctuations. • List four crucial properties of money in order for it to be a medium of exchange. • Explain how the World Bank and the International Monetary Fund assist with international trade. 			
5	Global Business	Course Textbook Chapter 7: Global Business	<ul style="list-style-type: none"> • Explain why nations and companies participate in international trade and how they measure that trade. • Describe the concepts of absolute and comparative advantage. • Describe how companies can enter foreign markets through importing and exporting. • Explain why a business might opt for outsourcing and contract manufacturing in foreign countries. • Explain how companies enter the international market through licensing agreements or franchises. • Explain how strategic alliances and joint ventures differ in structure, commitment, and goals. • Explain why a company might make a direct investment in operations conducted in another country. • Describe how companies reduce costs through contract manufacturing and outsourcing. • Explain how cultural, economic, legal, and political differences between countries create challenges to successful business dealings. • Discuss the various initiatives designed to reduce international trade barriers and promote free trade. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	<p>Continue Content Connections</p> <p>Assignment #1 DUE (15%)</p> <p>Begin Assignment #2</p>	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
6	Financial Management and Accounting Managing Personal Finances	Course Textbook Chapter 10: Financial Management and Accounting Course Textbook Chapter 13: Managing Personal Finances	<ul style="list-style-type: none"> • Explain the importance of forecasts, budgets, and financial controls to a company's financial health. • Distinguish between short-term and long-term business financial needs and where businesses may look for sources of funding. • Describe the difference between debt and equity financing options. • Describe the functions of balance sheets, income statements, and statements of cash flows. • Calculate a break-even point given the necessary information. • Describe how to evaluate a company's performance using financial statements and ratio analysis. • Define personal finances and financial planning. • Explain the financial planning life cycle. • Discuss the advantages of a college education in meeting long-term financial goals. • Describe strategies to manage and minimize personal debt. • Explain how to manage monthly income and expenses. • Explain compound interest and the time value of money. • Discuss the value of getting an early start on your plans for saving. • Explain how you can build a credit history that will give you a high credit score. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	
7	Catch-up Review and Prepare Test 1	Test 1 assessment is based on concepts covered in Weeks 1-6.	Assesses knowledge gained through Weeks 1-6. The test includes multiple question types (e.g., multiple-choice and written response questions).	Test 1 Assessment	Test 1 DUE (15%) Assignment #2 DUE (15%)	
8	Entrepreneurship and Business Structure	Course Textbook Chapter 4: Entrepreneurship and	<ul style="list-style-type: none"> • Discuss why entrepreneurship is important to society. • Define the term "entrepreneur". 	Lectures, Class Discussions, Activities, Groupwork, and/or	Begin Content Connections Weeks 8-13	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		Business Structure	<ul style="list-style-type: none"> List four characteristics or traits an entrepreneur should have. Explain the difference between a social entrepreneur, a necessity entrepreneur, and an opportunity entrepreneur. Explain the four types of business structure: sole proprietorship, partnership, corporation, and co-operative. Explain what a business plan is and how it is used. Explain how the business model canvas is used. Discuss three types of support an entrepreneur might obtain for starting a new business. 	Videos	(10%) Begin Business Venture Project (Groups)	
9	Management and Leadership	Course Textbook Chapter 3: Management and Leadership	<ul style="list-style-type: none"> Explain how the four functions of management interrelate. Identify the three levels of management and the responsibilities at each level. Explain the process of developing and implementing a strategic plan. List the four types of managerial planning and provide an example of each. Describe three environmental analyses (SWOT, PEST, Competitor). Describe three types of organizational structures. Describe each of the four leadership styles. Describe the process by which a manager monitors operations and assesses performance. List four skills needed to be a successful manager. Explain the basics of major theories and motivation: The Hierarchy of Needs theory, the Two-Factor theory, the Expectancy theory, and the Equity theory. Define the key terms: power, delegation, empowerment, and corporate culture. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	
10	Marketing Management	Course Textbook Chapter 8: Marketing	<ul style="list-style-type: none"> Define the terms marketing, marketing concept, and marketing strategy. 	Lectures, Class Discussions, Activities,	Continue Content	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		Management	<ul style="list-style-type: none"> • Outline how marketers identify target markets for new products. • Identify the four Ps of the marketing mix. • Explain how to conduct marketing research. • List the factors marketers consider when determining product prices. • Discuss three branding strategies. • List three benefits of packaging and labelling. • Describe four tools used for promoting products. • Identify the advantages and disadvantages of social media marketing. • Explain how companies attempt to retain customers and build relationships. 	Groupwork, and/or Videos	Connections	
11	Operations Management	Course Textbook Chapter 9: Operations Management	<ul style="list-style-type: none"> • Explain how the production process creates finished products and services that provide value and utility to buyers. • Explain how operations management is closely intertwined with the production process. • Discuss how supply chain, value chain, and circular economy are intertwined. • Discuss production planning, production control, and quality control as they pertain to manufacturing and service operations management. • Explain how site selection, facility layout, and capacity are determined for both manufacturing and service organizations. • Explain how outsourcing provides value to businesses and their customers. • Explain the purpose of both PERT and Gantt charts. • Discuss the technologies used by manufacturing organizations to produce and deliver goods in an efficient, cost-effective manner. • Identify the characteristics that distinguish service operations from manufacturing operations. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			<ul style="list-style-type: none"> • Discuss quality management as a strategy to improve productivity and customer satisfaction. 			
12	Human Resources Mangement	Course Textbook Chapter 11: Human Resources Management	<ul style="list-style-type: none"> • Define Human Resource Management (HRM). • Explain the Human Resource Planning Process. • Describe key legislation regulating hiring, compensating, and managing employees in today's workplace. • Explain the recruitment and selection process. • Describe how companies train and develop their employees. • Explain the three-step performance appraisal process. • Explain the importance of inclusion, diversity, equity, and accessibility as business practices and their value to a company. • Discuss five factors that are crucial in employee retention and contribute to an organization being a desirable workplace. • Explain four ways in which companies compensate employees for their work. • List three reasons for voluntary employment termination and three reasons for involuntary employment termination. • Explain why forming a workers' union is challenging. • Discuss the tactics employed by businesses and unions to strengthen their negotiating stance. 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections	
13	Information Risk Management	Course Textbook Chapter 12: Information Risk Management	<ul style="list-style-type: none"> • Explain how analyzing Big Data can help businesses. • Provide three threats to data security a business may experience. • Explain what is meant by "information sharing" and the challenges this may present. • Define information mining and visualization. • Distinguish between real risk and perceived risk by providing an example of each. • List four types of business risks within one 	Lectures, Class Discussions, Activities, Groupwork, and/or Videos	Continue Content Connections Business Venture Project (Groups) DUE (20%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			or more sectors. • Discuss three factors that influence an organization’s risk tolerance. • Explain how risk impacts business and outline the five steps of risk management. • List three risk response strategies and provide examples for each. • Provide at least three strategies businesses can take to mitigate business risks. • Describe how Artificial Intelligence is being used in business to enhance information and risk management.			
14	Catch-up Review and Prepare Test 2	Test 2 assessment is based on concepts covered in Weeks 8-13.	Assesses knowledge gained through Weeks 8-13. The test includes multiple question types (e.g., multiple-choice and written response questions).	Test 2 Assessment	Test 2 DUE (15%)	