



School of Business and Leadership
BCAP400
Business Administration Capstone
Term: Fall & Winter
Number of Credits: 6

Course Outline

INSTRUCTOR: Lisa Canary
E-MAIL: lkanary@yukonu.ca

COURSE DESCRIPTION

COURSE DESCRIPTION

The Business Administration capstone experience is an opportunity for students to integrate and apply their theoretical knowledge of business practices while addressing a northern community need or issue. Business capstone projects will stem from community organizations (e.g. businesses, governments, nonprofits) that are seeking support in moving a specific challenge or opportunity forward. While working in teams under the guidance of faculty members and community members, students will hone their consulting skills as they work through a project and produce a professional presentation and report.

It is mandatory that Bachelor of Business Administration degree students take at least two capstone courses (i.e. BCAP400 and/or BCAP401). Students may take BCAP400 twice but they must pursue unique projects. Students may only take BCAP401 once. Students will work in collaboration with the course instructor(s) to create capstone experiences that align with their respective areas of interest and ensure that they gain practical experience(s) in business administration.

COURSE REQUIREMENTS

Prerequisite(s): *LEAD402*

Corequisite(s): *LEAD402*

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

RELATED COURSE REQUIREMENTS

The Business Administration Capstone courses: BCAP400 or BCAP401 are reserved for students enrolled in the Bachelor of Business Administration degree. Students must be in good academic standing (minimum of 2.0 GPA in the most recent semester) to register for this course.

NOTE: Students must obtain a 70% final grade in order to obtain a pass in this course.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Identify and create a project that addresses a northern organizational need or issue, which is grounded in business administration theory and practice
2. Synthesize knowledge from their coursework while demonstrating its relevance to their project.
3. Recognize and honour culturally respectful roles and responsibilities.
4. Demonstrate leadership by putting into practice the skills and knowledge (e.g. interpersonal communications, project management, professionalism, analytical capability, and leadership) gained in the program.
5. Build professional relationships within relevant business contexts (e.g. governments, private business, nonprofit).
6. Read and think critically, and analyze business situations (e.g. analyze, interpret, synthesize, perform, evaluate, embody, be silent).
7. Design, develop and implement an effective dissemination plan.
8. Work in teams to produce a professional verbal presentation and report.

COURSE FORMAT

Weekly breakdown of instructional hours

All groups will meet synchronously biweekly online with instructor for 1.5 hours to exchange ideas, share milestones and brainstorm obstacles and work with supervision (if required) for 1.5 hours. Groups are also expected to meet for on the alternate weeks for 3 hours to develop their project, work on assignments, etc.

Delivery format

This hands-on, interactive online course will apply problem-based and collaborative learning methods. The precise format of the course will be decided between faculty and students based on the project requirements. Activities can range from small, focused content seminar style learning activities to community partner visits. Students will have space to interact both with each other and their instructor. Students are expected to work together to solve practical assignments.

Leadership & Engagement: Active participation in this course is essential. Marks will be based on participation in group activities, academic components, and orientation and post-check-ins. Students are expected to show up, work hard, and participate fully in these activities. They are also expected to interact with knowledge holders, fellow classmates, and instructor(s) in a positive, respectful and reciprocal manner, honouring the procedures, protocols and ways of expressing and embodying knowledge.

Project Charter: The project charter will act as the contract between instructor, student, and community partner(s). The charter will be developed and agreed upon at the beginning of the term, then revisited throughout the term. Students will be encouraged to scaffold their capstone project and break it down into manageable pieces. This 1-2-page charter will be a description of the project, including: milestones, goals, the scope of the project, and the roles and responsibilities of each party involved.

Modifications may become necessary as the project moves forward; however, instructor, students, and the community partner must agree to modify the contract. All parties involved must bring forward proposed changes in a timely manner as changes to the contract may affect agreed upon due dates.

Instructor and/or Group Check-ins: Students will meet regularly with their capstone instructor and/or class group to ensure expectations and goals are being met, and then meet upon completion of the project to assess outcomes.

Capstone Journal: Students will be required to complete a capstone journal that documents their project as it moves through to completion. The journal will act as a tool for self-reflection, individual growth and peer evaluation and support. Through the journal, students are also asked to critically reflect on their capstone experience by drawing on the theoretical and conceptual knowledge gained from the rest of the program.

Final Project Report: In their teams, students will write a collaborative final report that will be reviewed by the course instructor and the community partner. Students will be evaluated on their final capstone report, which will be in the form of a professional consulting report. The final capstone report will be evaluated around two key criteria including: (1) content - overall quality of content; degree to which it met project objectives; degree of utility for the client; complexity of work undertaken; quantity of work undertaken and (2) presentation - professional report presentation complete with logical structure, visual impact, professional formatting and elements (e.g. key takeaways, table of contents, executive summary, tables & figures); overall ease of comprehension; professional writing style and grammar.

Presentation: In this assignment, project teams are asked to create and deliver a 15-20-minute presentation on the highlights from their capstone project report. The presentation will be evaluated using three broad criteria: presentation content, presentation delivery, and ability to interact effectively with, and answer key questions and comments, given by the community partner, instructor, and other attending business faculty and students.

EVALUATION

Leadership & Engagement	10
Project charter	20
Check-ins	10
Capstone journal	10
Final project report	35
Presentation	15
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. Note: For full-year courses the last day to withdraw or change to audit from credit courses without academic penalty is February 6th, 2022.

TEXTBOOKS & LEARNING MATERIALS

All readings will be available on Moodle or online via links provided. Students will require a computer and reliable internet access.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Class	Date	In Class Discussion
1	09-Sep-21	Course Introduction & Project Ideas
2	23-Sep-21	Project Presentations & Team Dynamic
3	14-Oct-21	Problem Definition
4	28-Oct-21	Problem Definition Refined
5	18-Nov-21	Information Collection & Literature Review
6	02-Dec-21	Information Collection, Literature Review & Methodology
7	16-Dec-21	Client Check in
8	13-Jan-22	Data Collection
9	27-Jan-22	Data Collection & Analysis
10	10-Feb-22	Data Analysis and Diagnosis
11	03-Mar-22	Conclusion
12	17-Mar-22	Build Report
13	31-Mar-22	Build Presentation
14	14-Apr-22	Presentation