



School of Business & Leadership
BCAP 401
Guided Reflective Inquiry Project
Term: Fall and Winter, 2022-2023
Number of Credits: 6

Course Outline

INSTRUCTOR: Sara McPhee-Knowles

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CLASSROOM: A2202

TIME: 4:00 – 5:30 pm

DATES: Every other Thursday, September 14, 2023 to April 2024

OFFICE HOURS: A2433 or Zoom, by appointment

COURSE DESCRIPTION

The Guided Reflective Inquiry Project (GRIP) is a project-based and learner-centered capstone project that allows students to extend their acquired knowledge of business administration theory and practice by investigating a relevant issue or question that develops from course studies, reading, or field experiences. The GRIP also provides an opportunity for students to further examine the foundation and structure of their own business knowledge and beliefs (including their developing personal professional practice), within the larger context of business administration theory, research, and wise practice. Additionally, the GRIP sets the stage for independent and ongoing professional development in a career that demands commitment to research inquiry and to life-long learning.

Bachelor of Business Administration degree students are required to take at least two capstone courses and may only take BCAP 401 once during their degree. Students will work in collaboration with the course instructor(s) to create capstone experiences that align with their respective areas of interest and ensures that they gain practical experience(s) in business administration. Both capstone experiences require active engagement and allow students to progress their leadership skillset in unique ways.

COURSE REQUIREMENTS

Prerequisite or Corequisite: LEAD 402

Additional requirements: Students must get approval from a program advisor prior to registering. The Business Administration capstone courses 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.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

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

www.yukonu.ca

LEARNING OUTCOMES

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

- Complete a major project that synthesizes learning and extends one's knowledge and skills
- Engage in independent inquiry
- Communicate and celebrate inquiry findings
- Enhance their professional presence by showcasing learning
- Develop a personal and professional practice of self-reflection that honours one's values, experience, growth, and place in the world

COURSE FORMAT

Weekly breakdown of instructional hours

1.5 hours conversation; 1.5 hours asynchronous course work. This course is designed to require up to an additional six hours per week for further reading, assignments, study, reflection, and review; this will vary by student experience, ability, and desired level of mastery.

Delivery format

This course uses a blended format; students will attend face-to-face sessions on-campus and complete asynchronous online activities. Depending on the COVID-19 situation in the Yukon, some face-to-face sessions may be moved to Zoom at the instructor's discretion.

EVALUATION

Reflective self assessment (2)	50 %
Total	100%

Reflective self-assessment (2)

Students will establish their project proposal and their goals at the beginning of the fall semester, and then reflect on their learning process and progress on their project twice during the two terms. Students will self-assess and self-evaluate their work for all course component as part of developing a reflective practice. Students will also receive qualitative feedback from the instructor on their work throughout the term.

Students are expected to complete the following course components and include them in their self-assessment.

Active participation in this course is essential. Marks will be based on contributions to discussion, academic components, check-ins, and critical reflection activities (e.g., personal reflective journal). Students are expected to participate fully in these activities and take on leadership roles when required. They are also expected to interact with knowledge holders, fellow classmates, and instructor(s) in a

positive, respectful and reciprocal manner, honoring procedures, protocols and ways of expressing and embodying knowledge.

Project Proposal

The project proposal is an agreement between instructor and student; it will be developed and agreed upon at the beginning of the course, then revisited throughout. This proposal will act as the project charter and students will be encouraged to scaffold their capstone project and break it down into manageable pieces. This 1-page plan will be a description of the project, including: due dates; a clearly written inquiry question; an outline of 2-3 student-identified assessments; and linkages to theory and knowledge gained throughout the program. The contract also outlines the student's personal and business ethics that pertain to this project.

It is essential that the inquiry question be clear, concise and researchable, and well within the scope of a project that can be completed within the course period. The instructor(s) will assist students in formulating, articulating, and clarifying their inquiry question, as well as directing students to available resources.

Modifications may become necessary as the learning experience progresses; however, both instructor and student must agree to modify the contract. It is the student's responsibility to bring forward proposed changes in a timely manner as changes to the contract may affect agreed upon due dates.

Proposed Project Presentation

The student's presentation will provide a summary of the project, problem to be solved and solution. The format of the presentation and the audience will be decided between instructor, class and student.

Final Report and Dissemination

Each student will complete a final report, responding to prompts provided by the instructor. Students are asked to critically reflect on their GRIP experience by drawing on the theoretical and conceptual knowledge gained from the rest of the program.

Students are asked to complete a presentation to disseminate the background, nature, and findings from their inquiry. Students must also be prepared to answer questions on their chosen project. The forum for their presentation will be determined by the class (i.e. students and instructor). Students will present their projects in a manner appropriate to their inquiry.

Students are encouraged to use AI in a socially responsible and respectful way. Any use of AI in preparing assignments must be accompanied by a statement explaining how AI was used to augment the student's own work and why.

COURSE WITHDRAWAL INFORMATION

Students may withdraw from this course without academic penalty within the first 2/3rds of the course; students should confirm the date with registrar's office).

TEXTBOOKS & LEARNING MATERIALS

www.yukonu.ca

Readings will be available on Moodle, online via links provided, or in the library. Students will need access to a device capable of word processing and an internet connection.

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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

1. Develop the project plan
2. Develop a pitch presentation & strategy for your project
3. Work on your project with regular faculty and/or partner check ins
4. Develop your project report
5. Develop your final creative project and dissemination.