
Capstone Project

Kinlin 2 School of Business

Course Number: MGMT-7039	Co-Requisites: N/A	Pre-Requisites: N/A
Applicable Program(s): BDM1 - Honours Bachelor of Commerce (Digital Marketing) (BDM1-LKS-20245)	Core/Elective: Core	
Prepared by:	Dr. Todd Kanik, Professor	
Approved by:	Colleen Kelsey, Program Manager	
Approval Date:	Monday, August 19, 2024	
Approved for Academic Year:	2024-2025	
Normative Hours:	60.00	

Course Description

The purpose of this capstone course is to enable the student to draw on all the tools, both theoretical and practical from previous courses and apply them to a real life business situation; using a business from our community as a living case study. Students will be coached through the process of defining the problem, conducting a comprehensive situation analysis utilizing primary and secondary market research, formulating alternatives and recommending a viable business strategy complete with an action plan for implementation. This course will also focus on developing students' time-management, project management, organization, team building, communication and leadership skills.

Course Learning Outcomes

Upon successful completion of this course, you will be able to reliably demonstrate the following Course Learning Outcomes which will be taught and evaluated:

- 1.) Formulate strategies to establish effective working relationships with clients, suppliers and coworkers.
- 2.) Identify project tasks and establish strategies to complete the tasks, clarifying individual roles, responsibilities and accountabilities for deliverables.
- 3.) Perform research, prepare assignments and presentations and engage in communication and collaboration activities with peers, clients and other stakeholders.
- 4.) Draw conclusions and propose courses of action based on secondary and primary research information.
- 5.) Develop an appropriate business strategy and tactical plan for marketing products, concepts, or services to an

identified target market.

- 6.) Communicate business recommendations persuasively and accurately in oral, written and graphic formats.
- 7.) Design recommendations for optimization of digital technologies to improve business performance.
- 8.) Develop professional development strategies and plans to enhance leadership, and communications expertise.
- 9.) Use appropriate information technologies to maintain accurate and timely information on all client, supplier and co-worker interactions.
- 10.) Work as a collaborative team member to achieve project goals and objectives.
- 11.) Participate efficiently and effectively in meetings using professional protocols.

Relationship to Degree Level Standards

The course contributes to your program by meeting the following Degree Level Standards:

Depth and Breadth of Knowledge

- 1 A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline
- 2 A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
- 3 A developed ability to: i.) gather, review, evaluate, and interpret information; ii.) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline
- 4 A developed, detailed knowledge of and experience in research in an area of the discipline
- 5 Developed critical thinking and analytical skills inside and outside the discipline

Conceptual & Methodological Awareness/Research and Scholarship

- 1 evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
- 2 devise and sustain arguments or solve problems using these methods
- 3 describe and comment upon particular aspects of current research or equivalent advanced scholarship

Communication Skills

- 1 The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline

Application of Knowledge

- 1 The ability to review, present, and critically evaluate quantitative and qualitative information to: i.) develop lines of argument; ii.) make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study; iii.) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv.) where appropriate, use this knowledge in the creative process
- 2 The ability to use a basic range of established techniques to: i.) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii.) propose solutions; iii.) frame appropriate questions for the purpose of solving a problem; iv.) solve a problem or create a new work
- 3 The ability to make use of scholarly reviews and primary sources

Professional Capacity/Autonomy

- 1 The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring:
 - i.) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts;
 - ii.) working reflectively with others;
 - iii.) decision-making in complex contexts
 - 2 The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study
 - 3 Behaviour consistent with academic integrity and social responsibility
- Awareness of Limits of Knowledge
- 1 An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analysis and interpretations

Relationship to Vocational Learning Outcomes

This course provides the opportunity for you to achieve the following Program Vocational Learning Outcomes (VLO) which will be taught and evaluated at an introductory (I), building (B) or culminating (C) level:

BDM1 - Honours Bachelor of Commerce (Digital Marketing) (BDM1-LKS-20245)

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| VLO 1 | Identify the functional areas of business (e.g., management, marketing, human resources, accounting) and recognize how each area contributes to the successful operation of an organization (C) |
| VLO 2 | Identify and assess the performance of an organization by collecting and interpreting data, and preparing and analyzing financial statements as well as other reports (C) |
| VLO 3 | Identify and examine interrelated (internal and external) factors that influence organizational culture and employee behaviours and performance (C) |
| VLO 4 | Define and assess the business environment and objectives of an organization to plan marketing initiatives based on core marketing principles (C) |
| VLO 5 | Plan, implement, and evaluate projects and programs, using project planning principles and tools (C) |
| VLO 6 | Recognize and adhere to the legal, ethical, economic, social, and professional frameworks within which an individual and organization operates (C) |
| VLO 7 | Analyze and evaluate the role of sectors, environments (local, domestic, global), organizational structures and sizes, and the interdependence of functional areas in the development and implementation of strategies supporting organizational objectives (C) |
| VLO 9 | Apply social intelligence and communication skills to build and nurture mutually beneficial relationships with internal and external stakeholders as appropriate in an inclusive, diverse, globalized business culture (C) |
| VLO 10 | Research, analyze, critically evaluate and communicate qualitative and quantitative data from appropriate sources to support strategic and operational decisions (C) |
| VLO 12 | Evaluate and implement risk management strategies and processes to support individual and organizational performance and success (C) |
| VLO 13 | Set goals and adopt strategies to engage in life-long learning and personal professional development that promotes currency and innovation with emerging trends and technologies (C) |

VLO 14	Research and analyze customer behaviour and manage customer relationships to develop and adapt effective marketing strategies, tactics, and communications (C)
VLO 15	Create, adapt, and evaluate branding strategies that convey an organization's values and maximize brand equity (C)
VLO 18	Develop and implement strategic and digital marketing initiatives for an organization, including developed and user-generated content aligned with brand, to promote a product or service (C)
VLO 19	Select and assess relevant metrics for measuring the performance and effectiveness of digital marketing strategies and tactics (C)
VLO 20	Develop, assess, execute, and optimize marketing strategies that align with organizational objectives to enhance financial performance (C)
VLO 21	Research and analyze new marketing trends, tools, and techniques, and apply them to optimize customer engagement and marketing performance (C)

Evaluation

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Demonstration(s) of Skill (30%)

Validates Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10, CLO 11, VLO 1, VLO 2, VLO 3, VLO 4, VLO 5, VLO 6, VLO 7, VLO 9, VLO 10, VLO 12, VLO 13, VLO 14, VLO 15, VLO 18, VLO 19, VLO 20, VLO 21

Group Performance(s) (15%)

Validates Outcomes: CLO 1, CLO 2, CLO 6, CLO 8, CLO 10, CLO 11, VLO 1, VLO 2, VLO 3, VLO 4, VLO 5, VLO 6, VLO 9, VLO 12

Presentation(s) (45%)

Validates Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10, CLO 11, VLO 1, VLO 2, VLO 3, VLO 4, VLO 9, VLO 10, VLO 14, VLO 15, VLO 18, VLO 20

Self/Peer Evaluation(s) (10%)

Validates Outcomes: CLO 1, CLO 2, CLO 8, CLO 9, CLO 10, CLO 11, VLO 1, VLO 5, VLO 9, VLO 12

Refer to the FOL course site for detailed description and evaluation criteria and/or rubrics that will be used to evaluate your course work. Note: Access to the course site will end at the conclusion of the course.

Enhanced Learning Resources Module

Learning Activities to support the intended learning

Direct Instruction (e.g., lecture, demonstration) 10%
Interactive Instruction (e.g., discussion, debates) 10%
Indirect Instruction (e.g., case studies, reading) 10%
Independent Study (e.g., homework, research projects, essays) 35%
Experiential Learning (e.g., role playing, simulations, live client projects) 35%
TOTAL 100%

Prior Learning Assessment and Recognition

If you intend to apply for Prior Learning Assessment and Recognition (PLAR) to earn college credits for knowledge and skills acquired through previous life and work experience, you will need to demonstrate competency at a post-secondary level in the course learning outcomes outlined above. Academic and administrative standards for PLAR are specified in Policy A124. The type of evaluation method used will be determined by a subject matter expert to provide evidence of learning through a:

- Portfolio

College Grading

Final Grade	Range	Grade Point	Final Grade	Range	Grade Point
A+	90% - 100%	4.2	A	80% - 89%	4.0
B+	75% - 79%	3.5	B	70% - 74%	3.0
C+	65% - 69%	2.5	C	60% - 64%	2.0
D+	55% - 59%	1.5	D	50% - 54%	1.0
F	0% - 49%	0	P	Greater than 50	n/a
I	Incomplete	n/a	N	No credit achieved	n/a
W	Withdrawn	n/a	X	Audit Only	

Graduation from approved College programs requires a student to complete the program curriculum, to meet its academic standards and to achieve a minimum cumulative GPA of 2.0 (C grade), except in Applied Degree programs, where a student must achieve a minimum average GPA of 2.5 (C+) in vocational courses and a GPA of 2.0 (C) in all other courses.

Course Specific Information (i.e., practices and procedures)

Client and research projects will vary each term.

School Related Information (i.e., practices and procedures)

Missed Evaluations

A student must inform the instructor PRIOR to the commencement of a normally scheduled evaluation that they will be absent from the evaluation. Failure to do so will result in a mark of zero for that evaluation. If a student misses an evaluation due to exceptional circumstances, e.g. serious illness, bereavement, an opportunity may be provided to reschedule the evaluation. It is expected that the student has provided prior notification to the course Professor.

Immediately upon return from the absence, the student is responsible for submitting a written request for a rescheduling opportunity to the course Professor. This request must be submitted via email and state the reason(s) for the absence and be accompanied by appropriate supporting documentation.

Rescheduled opportunities should be provided as soon as possible upon return, depending on the circumstances. Rescheduled evaluations may be offered in the Testing Centre outside regular class time.

Off-site/Virtual Test and Exam Proctoring for Courses

Tests and exams for the online offering of this course may require proctored invigilation to ensure academic integrity as per college policy. A student who cannot appear on campus for a scheduled test or exam may have the option to request the use of one of the following off-campus options for a fee:

- Write a test/exam online with a remote proctoring service

- Write at an authorized testing center

Any test or exam that is not proctored at a Fanshawe campus may require a service fee that must be paid for by the student. The service fee will vary depending on the option chosen by the student.

It is the sole responsibility of the student to notify the instructor in advance of the scheduled evaluation date (normally 4 weeks prior) if there is an intention to use an alternative proctoring option. The student is also responsible for locating and/or registering for an off-campus or virtual live proctor and for providing the details to the instructor and/or the testing center in advance.

Upgrading Opportunities

Courses offered by the Faculty of Business, Information Technology, and Part-time Studies are not eligible for upgrading (see A112: Course Grade System). Note, this includes courses offered at the London South Campus.

College Related Information

Students Rights and Responsibilities and the Fanshawe Student Union (FSU)

The College and FSU are committed to offer the highest quality education, learning experience and student life to all who attend Fanshawe College. The principles set forth within the Statement of Rights and Responsibilities guide that commitment. For more information on the College and FSU responsibilities or student rights and responsibilities visit: <http://www.fsu.ca/rights-responsibilities.php>.

Policies

Fanshawe College has a number of academic and administrative policies that:

Define procedures to resolve complaints, launch academic appeals, and protect human rights;

Define the expectations the College has about student behavior and responsibilities, including sanctions which may be applied when offences occur and;

Provide information which can impact the student experience, including refund and withdrawal dates, or rules for academic progression. It is important you are aware of the policies which apply to you, what they are about, and how to find them. College policies are available on the Fanshawe College website at Policies Home:

<https://www.fanshawec.ca/about-fanshawe/corporate-info/policies>

Academic Integrity

Academic Integrity is a fundamental principle of Fanshawe College's academic mission. Fanshawe College defines Academic Integrity as holding oneself and others accountable for consistently performing all academic work honestly and with integrity. Fanshawe College's Academic Integrity Policy (A136) can be viewed in full online at:

<https://www.fanshawec.ca/sites/default/files/2021-06/a136.pdf>

Students are encouraged to discuss Academic Integrity and Academic Offence-related concerns with their Course Instructors. Specifically, before completing an assessment, students should speak with their Course Instructors about the use of cognitive offloading tools, which include, but are not limited to: calculators, textbooks, translation tools, course notes and resources, search engines (e.g. Google), and generative artificial intelligence applications (e.g. ChatGPT). Students should consult with their Course Instructors regarding which cognitive offloading tools, if any, are permitted for a given assessment. If specific cognitive offloading tools are not identified as permitted for a given assessment in course materials provided by the Course Instructor, then students should assume that such tools are NOT permitted for that assessment. Students and Faculty are welcome to consult with the Academic Integrity Office if they have questions or concerns about Academic Integrity, Academic Offences, and Appeals. Information and resources are available to students through the Academic Integrity Office's website:

<https://www.fanshawelibrary.com/academic-integrity/>

Students are encouraged to review the Academic Integrity at Fanshawe College ebook:

<https://ecampusontario.pressbooks.pub/fanshaweacademicintegrity/>

Academic Offences

Fanshawe College defines Academic Offence as obtaining or attempting to obtain an unfair advantage or credit for oneself or others by dishonest means. The following are examples of Academic Offences and a complete list of Academic Offences can be found in the Academic Integrity Policy (A136).

Plagiarism: submitting another person's work as one's own; neglecting to cite or improperly citing the original source of ideas, text, images, etc.; resubmitting previously submitted and graded work for additional grades.

Acting to assist or facilitate another student's Academic Offence.

Communicating with or copying from another person during a quiz, test, or exam.

Participating in activities, in person or electronically, that are not permitted in the preparation or completion of academic work.

Using materials, resources, or technologies that are not permitted in the preparation or completion of academic work or during a quiz, test, or exam.

Altering or falsifying academic records in any way or submitting false documentation for academic purposes.

Warnings and Penalties for Academic Offences

Academic Offences are taken seriously and can result in the issuance of Warnings or the application of Penalties which can range from re-doing work and marks of zero to failing a course or being suspended or expelled from the College. A complete list and descriptions of Warnings and Penalties can be found in the Academic Integrity Policy (A136).

Students are strongly encouraged to take precautionary measures while preparing and completing their academic work so as to ensure that they achieve and maintain academic integrity while avoiding and preventing Academic Offences.

Academic Offence Appeals

Students have the right to access the Appeal process if they have reasonable grounds to support their belief that a decision regarding an Academic Offence, Warning, or Penalty was unjust. Reasonable grounds, the Appeal process, and timelines are detailed within the Student Appeals Policy (A128) which can be viewed online at: <https://www.fanshawec.ca/sites/default/files/2021-06/a128.pdf>

To learn more about the services and resources that are available to assist students in maintaining and achieving Academic Integrity while avoiding and preventing Academic Offences, please visit the Library Learning Commons <https://www.fanshawelibrary.com/> and the Academic Integrity Office: <https://www.fanshawelibrary.com/academic-integrity/>.

Student Services

Whether you're a new student looking for a peer-tutor to help you get a handle on a tough class or an experienced student looking for career counselling, take advantage of the many services available to you as a Fanshawe student at: <https://www.fanshawec.ca/students/life>

Office of the Registrar

For all admissions and registration related information, visit: <https://www.fanshawec.ca/admission-finance/registrar-office>

Regarding Proctoring

Some courses make use of remote proctoring for tests and examinations, where required. Remote proctoring involves the use of external software tools and service providers to help maintain academic integrity of tests, and exams. Fanshawe College utilizes both live virtual proctoring where a proctor oversees the test or exam from a remote location, and monitoring tools that record video of a test session for review. You can sign-up through Fanshawe Online for your proctored test.

Remote proctoring allows for you to have a convenient and secure way to complete evaluations from your home, or chosen location, while ensuring the academic integrity of your Fanshawe credential.

For information on Fanshawe College's privacy policy, please consult Policies Home:

<https://www.fanshawec.ca/about-fanshawe/corporate-info/policies>

Should you have any concerns around participating in your test or exam using remote proctoring, you need to contact your professor at least two weeks prior to your test. If necessary, alternative arrangements will be made, depending on your personal circumstances.

Regarding Recording

Pre-recordings of class materials and concepts are frequently provided as part of the online learning experience at Fanshawe College and are the property of Fanshawe College.

Online class sessions may be recorded by professors for students to review for study purposes. Recordings are available within the course site in Fanshawe's learning management system, and are only available to those registered in the course site. Class recordings are only for course use, and will not be distributed for other purposes.

Students have the right to opt out of being recorded and should notify their professor in advance of a session. Student names will only be recorded if they participate (video, chat, audio) during the recorded session. If you do not want to be recorded, please leave your camera and audio turned off and do not participate in the chat function. Your instructor will provide an alternative method for participation.

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<https://www.fanshawec.ca/about-fanshawe/corporate-info/policies>

Legend

Terms

- ILO: Indigenous Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLO: Course Learning Outcome
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition

•VLO: Vocational Learning Outcome

Assessment Levels

•I: Introductory

•B: Building

•C: Culminating