

## Navigation

- [Course Description](#)
- [Required Course Materials](#)
- [Instructor Information](#)
- [Student Success Support](#)
- [Technical Support](#)
- [Program Student Learning Outcomes](#)
- [Course Student Learning Outcomes](#)
- [Learning Assessments](#)
- [Grading Scheme](#)
- [University and Departmental Policy](#)
- [Course Schedule](#)
- [Rubrics](#)

## **BUS 400 CBC Experience Summer B 2019 3 Hours**

B  
U  
S  
4  
0  
0

## **Course Description**

The field experience for this course can be summarized in two parts:

In Part I, you will work with a team to strengthen theoretical understanding of real-world problems and solutions and analyze the impact of theories when applied to real-world challenges.

Part II explores concepts, techniques, questions associated with investigating, solving problems, assuming responsibility, and taking ownership of the real-world experience.

In both Part I & Part II, you will apply theories to real-world experiences.

## **Required Course Materials**

**Harvard Business Coursepack:** Students are required to purchase the materials to gain access. Go to [BUS 400 CBC Experience coursepack](#). Complete the free registration process and log in to access. Purchase the coursepack at the discounted student rate.

### **Additional Readings, Handouts and Resources:**

Students are responsible for all material discussed and assigned in class throughout the semester. The following articles and recommended text are available for purchase through the following links. All other articles are available through links within the course.

- Porter, M. E. ["What Is Strategy?"](#) Harvard Business Review 74, no. 6 (November–December 1996): 61–78., Weinberg, E., & Phillips, J. (n.d.).
- [How to Choose—and Work with—Consultants](#), Harvard Management Update, 09-01-1998.

- Recommended: [The Solution Revolution: How Business, Government, and Social Enterprises Are Teaming Up to Solve Society's Toughest Problems](#) William Eggers and Paul Macmillan (Boston, MA: Harvard Business Review Press, 2013)

## Office 365

For your team project, you will be making use of your Walsh Office 365 account. Walsh subscribes to Microsoft Office 365, and as part of that, all students receive free full version copies of Office products. Office 365, and specifically OneDrive, is great for collaboration. In OneDrive, in the menu for the file or folder you wish to share, find the sharing button and share your work with fellow students. Students can access the software by logging into their Office 365 account and finding the Install link and information on the opening portal.

After teams have been formed, you may access your team's Office 365/OneDrive/OneNote links in the Discussion Forums area. You should also create an individual folder for posting your individual assignments, such as your weekly reflection journal.

Review the [Getting Started with OneDrive](#) instructions.

## Instructor Information

Instructor: **Jayne Garfield**  
 Email: [jgarfield@walsh.edu](mailto:jgarfield@walsh.edu)  
 Phone: [330.284.7091](tel:330.284.7091)  
 Office Hours: **By appointment**

## Student Success Support

Milana Tarbuk  
 Student Success Advisor  
 Phone: [234-262-1973](tel:234-262-1973)  
 Email: [milana.tarbuk@online.walsh.edu](mailto:milana.tarbuk@online.walsh.edu)

## Technical Support

Contact Technical Support  
 Phone: [1-800-867-5309](tel:1-800-867-5309)  
 Email: [helpdesk@walsh.edu](mailto:helpdesk@walsh.edu)

## Program Student Learning Outcomes (PSLOs)

*A graduate of the DeVille School of Business will:*

- PSLO 1: Communicate effectively
- PSLO 2: Think critically and solve problems supporting their decision with appropriate analytical and quantitative techniques
- PSLO 3: Demonstrate effective decision making that incorporates the tenets of ethics and cultural awareness
- PSLO 4: Demonstrate the personal and professional knowledge, skills and cross-cultural competencies to function effectively in a global environment
- PSLO 5: Demonstrate leadership in service to others
- PSLO 6: Demonstrate specific competencies in a specialized area of business

## Course Student Learning Outcomes (CSLOs)

**Upon completion of this course, students will be able to:**

- Actively engage in investigation, posing questions, identifying problems and solutions.
- Make decisions and be accountable for results.
- Self-direct the applications of theories to practice.
- Transfer knowledge and skills for decisions and solutions.

## Learning Assessments

### Part I Overview

During the first four weeks of the course, you will strengthen theoretical understanding of real-world problems, solutions, and analyze the impact of theories when applied to real-world challenges which will help you make progress toward the course objectives. This part will allow your team to test your ideas about leadership.

By the end of Part I you will complete the following which will count toward 40% of your grade:

- Locate and Complete forms in the Course Resource Section in Walsh ECN.
- Complete the Experiential Learning Profile (ELP) form.
- Complete the Travel Waiver.
- Personal Information Release Form.
- Complete a 500-word biography.
- Create Business Cards.
- Draft a Resume.
- Select a professional photograph.
- Read and consider case studies.

Note: the ELP, resume and professional photograph will be released to real-world potential collaborators and host organizations.

## **Part II Overview**

During the remaining weeks of the course, you will explore concepts, techniques, and questions associated with investigating, solving problems, assuming responsibility, and taking ownership of the real-world experience.

Before beginning Part II, you will need to identify and work with a collaborator/host organization. Contact your instructor if you need help identifying a collaborator.

By the end of Part II, you will complete the following which will count toward 60% of your grade:

Final Project [Field Experience] Report

- Action plan/strategy
- Organization/situation diagnosis and description related to the project
- Issues in or dealt with by the proposed project
- Problem Statement
- Problem Solution
- PESTLE Analysis
- SWOC Analysis
- Debriefing Video/PowerPoint

Refer to the Pre-Course Preparation section for complete links to forms and resources.

## **Grading Scheme**

### **Letter Grade**

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

### **Percentage**

93% – 100%

90% – 92%

87% – 89%

83% – 86%

80% – 82%

77% – 79%

73% – 76%

70% – 72%

67% – 69%

63% – 66%

60% – 62%

below 60%

## Category

Part I Required Documents, Including:

- Experiential Learning Profile (ELP), 2%
- Résumé, 2%
- Business Card, 2%
- Travel Waiver, 2%
- Initial Contact-Part Two Field Experience Host Organization, 2%

Part I Field Experience Report, Including:

### The Contract for Learning, 5%:

- Draft Contract for Learning (team and individual)
- Final – Modified Contract for Learning (team and individual)

### Final Project Papers, 25%:

- Problem Statement
- Organization/situation diagnosis and description related to the project
- Issues in or dealt with by the proposed project, and
- Action plan/strategy
- SWOC Analysis

Part II Required Supporting Documents

Part II Final Project Report, Including:

- Action plan/strategy
- Organization/situation diagnosis and description related to the project
- Issues in or dealt with by the proposed project
- Problem Statement
- Problem Solution
- PESTLE Analysis
- SWOC Analysis

Debriefing Video

**Total**

## Percent of Final Grade

10%

30%

20%

30%

10%

100%

## Late Assignments

\*All assignments are due by **11:55 PM ET** on the day indicated on the assignment. Contact your instructor for specific late policies.

## University and Departmental Policy

### Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or [msodik@walsh.edu](mailto:msodik@walsh.edu). Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

### DeVile School of Business Code of Conduct

*To grow, to learn, to lead, and to serve the global community.*

The mission of the DSoB is to "prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution." The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

<b>Service</b>	Advance a culture of leadership in service to others.
<b>Courtesy &amp; Mutual Respect</b>	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.
<b>Honesty</b>	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing
<b>Integrity</b>	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
<b>Engagement</b>	Be attentive and actively engaged in class and at events.
<b>Professionalism</b>	Act professionally and, when appropriate, dress professionally reflecting that of the work environment.
<b>Timeliness</b>	Arrive on time to class and events.
<b>Diversity</b>	Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

### University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course – after one week
- 8 week course – after two weeks
- Semester course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Dean of Graduate Affairs or the Dean of Academic Services. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

### E-Learning Modality Considerations

Any student who fails to participate during the first week must contact the instructor as soon as possible. If a student fails to participate for consecutive or non-consecutive weeks as defined by the schedule above, the student may be administratively withdrawn from the

class by the instructor per the above Administrative Withdrawal policy.

## Academic Honesty

The DeVille School of Business subscribes to the Academic Honesty Policy published in the most recent edition of the *Walsh University Catalog*.

*Plagiarism is a serious offense against academic integrity and honesty. It entails benefitting directly from someone else's ideas without giving due credit and is the unacknowledged use of someone else's published or unpublished writing or ideas. There are many kinds of plagiarism:*

- a. *Handing in a paper written by someone else*
- b. *Copying directly from sources without using quotation marks*
- c. *Using someone else's sequence of ideas, arrangement of material, or pattern of thought*
- d. *Inadequately paraphrasing a source by changing only slightly the author's word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words*
- e. *Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved)*
- f. *Failing to document a direct quote, a paraphrase, a summary, or a chart or graph, both in the body of the paper [an in-text citation] and in the "References" or "Works Cited"*

## Late Work Policy

The DSoB is committed to developing the behaviors required for success in the workplace and expects that assignments and other work will be submitted as requested. Late assignments will not be accepted for grading.

## Writing Policy

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSOB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSoB Writing Rubric (14/24 in 100- and 200- level BUS courses) will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but is not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.

### Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (current edition) and it also available at the [Purdue Online Writing Lab](#).

Approved: January 29, 2003; Revised Spring 2009; Revised April, 2015

### Citation:

All sources used for term papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. The format is published in the *Publication Manual of the American Psychological Association*, Current edition. APA guidelines are available at the [Purdue Online Writing Lab](#).

## Course Schedule

### Weekly Topic(s)

Pre-Course Preparation: Guidelines, Forms, and Resources

Week 1: Introduction and Initial Assignment

Weeks 2-4: Project Part I, Continued

Weeks 5 and 6: Project Part I Conclusion, Begin Project Part II

Week 7: Field Experience Organization/Host: Project Overview; Field Experience Organization; Application of Theory to Practice

Week 8: Conclusion

## Deliverables

N/A: Preview and prepare for assignments due in Week 1.

- Discussion 1.1: Introductions and Team Formation
- Assignment 1.1: Initial Steps
- Assignment 1.2: Week 1 Reflection Journal
- Reminder: Form your team folders (see Team Collaboration Area in Discussion Forums) and prepare the required items for Assignment 2.1
- Assignment 2.1: Week 2 Document Submission (Refer to Week 2 Checklist page and check in with instructor for full list.)
- Assignment 2.2: Week 2 Reflection Journal
- Assignment 3.1: Week 3 Document Submission (Refer to Week 3 Checklist page and check in with instructor for full list.)
- Assignment 3.2: Week 3 Reflection Journal
- Assignment 4.1: Week 4 Document Submission (Refer to Week 4 Checklist page and check in with instructor for full list.)
- Assignment 4.2: Week 4 Reflection Journal
- Reminder: Prepare to submit the contract for learning and the draft of the field experience report by the start of Week 5
- Assignment 5.1: Week 5 Document Submission (Includes contract for learning and draft of field experience report. Refer to Week 5 Checklist page and check in with instructor for full list.)
- Assignment 5.2: Week 5 Reflection Journal
- Assignment 6.1: Week 6 Document Submission (Refer to Week 6 Checklist page and check in with instructor for full list.)
- Assignment 6.2: Week 6 Reflection Journal
- Reminder: Week 7 Assignments. Look ahead to the Week 7 checklist and confirm with your instructor the documents that are due at the start of Week 7
- Assignment 7.1: Week 7 Document Submission (Refer to Week 7 Checklist page and check in with instructor for full list.)
- Assignment 7.2: Week 7 Reflection Journal
- Assignment 8.1: Final Documents Submission (Refer to Final Course Requirements Checklist page and check in with instructor for full list.)
- Discussion 8.1: Final Presentation Post
- Assignment 8.2: Peer Reviews

## Due Date

N/A

- **Initial Post:** Day 1    **Responses:** Day 3
- Day 4
- Day 7
- Week 2, Day 1
- Week 2, Day 1
- Week 2, Day 7
- Week 3, Day 1
- Week 3, Day 7
- Week 4, Day 1
- Week 4, Day 7
- Week 5, Day 1
- Week 5, Day 1
- Week 5, Day 7
- Week 6, Day 1
- Week 6, Day 7
- Week 7, Day 1
- Day 1
- Day 7
- Day 5
- **Post:** Day 5
- Day 7

## Rubrics

- [Final Project Interactive Rubric](#)
- [Inquiry Rubric: Collaborator Review](#)
- [Debriefing and Final Report Rubric: Oral Presentation Team Peer Review Part I](#)

- [Oral Presentation Rubric Team Peer Review](#)
- [Oral Presentation Exit Assessment Rubric Part II](#)
- [Weekly Reflection Journal Rubric](#)