

Course: BU449-O – Senior Project (Spr. 2023)
Credit: 3 Credit Hours
Semester: As scheduled (Class duration is 16 weeks.)
Time: Arrange meeting with Instructor first week of course.
Instructor: Germaine D. Washington, DM, MBA
Contact: germaine.washington@calvary.edu 816-572-1603 Cell

I. DESCRIPTION

The student must merge theoretical and practical skills gained in the business program to prepare for future occupation and/or ministry. Students must thoroughly design a pre-approved business or ministry. Using elements from the student's academic emphasis area, the student must prepare and present a detailed business plan articulating organizational practices, goals, finances, and organizational development. (Prerequisite: BU200)

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recall classroom experiences and coursework to demonstrate practical application. (PLO 1,2,3,4,5) **Assignment a,b,c**
2. Develop and apply a business plan for implementation (PLO 3) **Assignment a,b,c**
3. Construct organizational practices and develop an evaluation plan (PLO 1,2,3,4,5) **Assignment a,b,c**
4. Decide what organizational goals best fit the work (PLO 2,3) **Assignment b,c**
5. Explore recent developments in business (PLO 2,4,5) **Assignment c**

B. Specific competencies to be achieved. The student will:

1. Defend organizational plan. (PLO 1,2,3,4) **Assignment c**
2. Elaborate basic constructs to specific applications. (PLO 3,5) **Assignment a,b,c**
3. Design and begin a new ministry or business. (PLO 2,3,4) **Assignment a,b,c**

4. Develop and defend learning in an emphasis area of interest where theoretical is made practical as a capstone to undergraduate learning. (PLO 3,4,5) **Assignment a,b,c**
5. Learn to collaborate with instructor as a business partner or consultant. (PLO 4,5) **Assignment a,b,c**

II. REQUIREMENTS

- A. Meet with instructor, including first week of the semester for project approval. **Students must complete a total of 120 hours at business site of interest.**
- B. Review past college coursework to prepare for the project.
- C. Completion of a comprehensive business plan or report by final due date.
- D. Thorough weekly reports are to be submitted to Canvas.
- E. Students are encouraged to begin the steps that start the business or ministry so initial evaluation may take place. (Students who do not get the work going must give detailed expectations of how the organization will operate.)

III. METHODS OF ASSIGNMENTS

- A. Independent work and study
- B. Weekly consultation and project development with instructor (if needed)
- C. Prepare a comprehensive final project in a highly-polished finished format. (Most senior projects are over 100 pages long. Projects under 15 pages are NOT comprehensive enough.) **See directions for final paper on next page.**

METHOD OF EVALUATION

Weekly reports or instructor assignments: 35% of final grade

Final Project: 65% of final grade (see writing rubric)

This course is designed to span one semester. Projects requiring more time are NOT appropriate for this course. This project must be received by the instructor on the final due date at the end of the semester. **LATE PROJECTS WILL BE PENALIZED.**

IV. MATERIALS - REQUIRED

Use your Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Review materials from previous courses as needed

Discuss appropriate materials needed with the course facilitator (see Bibliography for some suggested references.)

Other Important information:

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)*.

Class Attendance: See class attendance policy in Canvas Announcements.

Senior Project Final Paper

Title Page

Include your name, title, name of organization/company, senior project number and date of report

Introduction

Include in this section what your paper will include

About the Project (2 pages)

Introduce the project and provide its history and purpose of existence

Summary (3 pages)

Evaluate the project as an educational experience, highlight the job objectives, What impact of your personal learning experiences have on your growth, frustrations (how they can and/or were they resolved, what you could do to improve upon, and results achieved

Biblical Principle: (Either applied successfully or unsuccessfully) (8-10 pages)

Highlight and elaborate on biblical principles that you demonstrated day-to-day when dealing with certain situations, crisis, or human relations.

Supervisor Evaluation (2 pages)

Elaborate regarding the work ethics and personality of your project site supervisor.

Create your business plan (15-20 pages)

- 1. Your basic business concept.** This is where you discuss the industry, your business structure, your particular product or service, and how you plan to make your business a success.
- 2. Your strategy and the specific actions you plan to take to implement it.** What goals do you have for your business? When and how will you reach your goals?
- 3. Your products and services and their competitive advantages.** Here's your chance to dazzle the readers with good, solid information about your products or services and why customers will want to purchase your products and services and not those of your competitors.
- 4. The markets you'll pursue.** Now you have to lay out your marketing plan. Who will your customers be? What is your demographic audience? How will you attract and retain enough customers to make a profit? What methods will you use to capture your audience? What sets your business apart from the competition?
- 5. The background of your management team and key employees.** Having information about key personnel is an important but often misrepresented portion of a

business plan. It's not a long and detailed biography of each person involved but an accurate account of what they've done and what they bring to the table for this specific business opportunity.

6. Your financing needs. These will be based on your projected financial statements. These statements provide a model of how your ideas about the company, its markets and its strategies will play out.

Conclusion

TENATIVE CLASS SCHEDULE

Date/Week	Class Topic Description	Assignments	Due Dates
First week of the semester.	Course Introduction – Proposal	Meet with instructor and review materials from previous course work and form a project outline.	End of the first week of course.
<u>Each week of course</u>	Meet with instructor to review progress. In some cases, the instructor might coordinate presentations using Internet or phone. Sometimes, students may submit projects.	Students are expected to continually work on many aspects of their project simultaneously and submit a report weekly to Canvas.	Every week of the course.
Final	Submit final project to instructor on or before final date of the course.	Complete a comprehensive report of your capstone work. The <i>APA</i> Style document should be presented in Canvas. Student should use organizational skills to determine appropriate tabs, labels, headers, and supporting documents. See instructor for more detail.	Final course due date. (1,2,3,4,5)

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 50%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>39.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>40 to 47.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>48 to 50 POINTS Grade:</i></p>
ORGANIZATION 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p><i>19 to 20 POINTS Grade:</i></p>
FORMAT 5%	<p>The paper does not conform to Turabian or APA style (graduate level).</p> <p><i>3.4 or FEWER POINTS</i></p>	<p>The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>3.5 to 4.4 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>4.5 to 5 POINTS Grade:</i></p>
GRAMMAR, PUNCTUATION, & SPELLING 10%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>FEWER THAN 7 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist, often causing difficulties with grammar.</p> <p><i>7 to 8.9 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>9 to 10 POINTS Grade:</i></p>
READABILITY & STYLE 15 %	<p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>10.4 or FEWER POINTS</i></p>	<p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>10.5 to 13.4 POINTS</i></p>	<p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>13.5 to 15 POINTS Grade:</i></p>

Bibliography

- Brown, D. R. (2011). *An experiential approach to organization development* (8th ed.). Boston, MA: Prentice Hall.
- Denison,, D., Hart, S., & Kahn, J. (1996). From chimneys to cross-functional teams: Developing and validating a diagnostic model. *Academy of Management Journal*, 39(1), 368-396.
- Entrepreneur Media, (2015). *Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need* , Entrepreneur Media.
- Hale, J. A. (2010). Performance-based evaluation: Tools, techniques, and tips. In J. Moseley & J. Dessinger (Eds.), *Handbook of improving performance in the workplace: Volume 3. Measurement and evaluation*. San Francisco, CA: Pfeiffer.
- Harrison, M. I., & Shirom, A. (1999). *Organizational diagnosis and assessment: Bridging theory and practice*. Thousand Oaks, CA: Sage.
- Kamoroff, B. B. (2013). *Small Time Operator: How to Start Your Own Business....* Taylor Trade Publishing.
- Kotter, J. P. (2012). *Leading change*. Boston, MA: Harvard Business Review Press.
- Latham, J., & Vinyard, J. (2009). *Baldrige user's guide: Organization diagnosis, design, and transformation* (4th ed.). Hoboken, NJ: Wiley.
- Wallace, Curtis (2015). *A Legal Guide to Starting a Church or Ministry: A practical, easy to understand guide for how to form and structure a non-profit corporation for your church ... ministry (Wallace Church Law Series Book 1)* Amazon Digital. ASIN: B00U8DXNTE