



## COURSE INFORMATION

Course / Section:	BU 470
Course Title:	Senior Field Experience
School Name:	School of Business and Communication
Term:	Spring 2025
Credits:	3
Meeting Time:	TTH 2:30 – 3:50pm
Classroom:	Brogan 102
Course website:	on CANVAS

## INSTRUCTOR INFORMATION

Instructor Name:	Dr. Wendy Lam (aka Wonderful Wendy 😊)
Email:	via Canvas mail
Office Phone:	(808) 739-4606
Office Location:	Kieffer Hall, Room 20
Office Hours:	M 11:30 am – 12:30 pm T 1:15 pm – 2:15 pm W 11:30 pm – 12:30 pm Kindly make an appointment for meetings during office hours. Other meeting times can also be arranged if needed.

## COURSE DESCRIPTION & LEARNING OUTCOMES

### University Course Catalog Description:

This course is designed to connect students' course work in business to the operations of a real-world organization and to facilitate their transition from student to professional. Student teams function as consultants, with the guidance of a Faculty Supervisor, to analyze an organizational situation, develop recommendations, and implement an appropriate project in a sponsoring community organization. Teams accomplish their project, complete a project report and group process assessment, and present their results.

### Course Overview

The Senior Field Experience is a class where students will utilize their previous business work as a team to complete a project with the organization. The project will be determined by the instructor in consultation with the sponsoring community organization. This three-credit course requires 45 hours of class and 90 hours of

field experience working on the project with report writing and presentation. It is the team's responsibility to propose their best recommendations based on research and data. Upon acceptance of the recommendations, students will have an opportunity to implement the plan and measure the results of the goals.

## Methods of Delivery

Methods of delivery may include (but are not limited to) lectures, class activities, discussions, just to name a few.

## Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957)  
Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203)  
All knowledge is not taught in the same school

## Program Learning Objectives

1. Communicate effectively regarding business related tasks, in oral and written modes.
2. Select and use the appropriate quantitative tools for decision-making
3. Undertake analysis, perform tasks, and develop, and assess strategies using business concepts appropriate for organizations in specific business environments.
4. Discuss the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas
5. Discuss the distinctive features and challenges of conducting business internationally
6. Serve as an effective individual contributor to a group process and deliverable
7. Use business skills to promote service, justice and peace within community organizations

## Course Learning Objectives

By the end of our course, students will be able to:

1. Demonstrate knowledge of effective management practices. (Milestone, Learning report, Peer eval)
2. Analyze the external environment and internal capacity of an organization. (SWOT)
3. Evaluate the client's project & present recommendations in a professional setting. (Proposals, Learning report presentation)

	CLO 1	CLO 2	CLO 3
Marianist Values	2		5
Program Learning Objectives	1, 6	3	4, 7

## Student Learning Outcomes – Service Learning

Demonstrate an understanding of the connections between academic work and real-life situations.

## Course Prerequisites

Please **check** Chaminade's Course Catalog for any pre-requisites for this class at:

<https://catalog.chaminade.edu/>

## COURSE TEXTBOOK, REQUIREMENT & RESOURCES

### Learning Materials

There are no textbooks required for this course. Below are some sources that can assist you with your project and report:

- Hawaii Tourism Authority
- Business periodicals & journals
- Small Business Administration (SBA)
- Official ClimbHI website
- Reviews of previous LEI event
- Lee, S. & Goldblatt, J (2020), *Special Events: The Brave New World for Bolder and Better Live Events*, 8<sup>th</sup> edition, Hoboken, NJ: John Wiley.

### Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video](#) to get you started
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students.

Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment.

Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Course Expectations

Your final grade will be based on your performance on goal achievement, teamwork, assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest & Timely communication with me via e-mail is expected if any unexpected changes occur in your life.

Note: In case of class cancellation, you will be notified via Canvas and your Chaminade email.

I **DO NOT** accept late work unless it was pre-arranged with proper documentation. Early assignments, however, are always happily accepted!

### Computer Proficiency Expectations

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word (or other word processing software)

### Course Attendance Policy

Students are expected to attend daily and log in to Canvas daily to check for course announcements, materials, and assignments. Class begins on time. Excessive lateness will be counted as an absence from class.

Request for excused absences must include proper documentation (e.g. doctor’s note, Chaminade’s official excuse letter...). Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor.

## Behavioral Expectations

You are expected to conduct yourself in a manner compatible with the college's function as an institute of higher learning. To uphold this principle in the face-to-face BUS classroom, no cell phones, or "side conversations" that disrupt the learning process or interfere with the primary activity are allowed. Laptop computers may be used for taking notes or engaging in class activities. Please refrain from surfing the Internet, or using your computer for anything other than classwork. Lastly, please silence your cell phones before entering class. Thank you in advance!

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner. I appreciate your serious approach to education.

## COURSE ORGANIZATION, EVALUATION, GRADING & SCHEDULE

### Assessment

Assessment methods include oral and written assignments, class discussions, class activities, and group work. Every effort will be made to return all student work in two weeks after submission.

### Grading and Assignments

Class sessions are designed to promote student participation through the discussion of the sponsoring community organization's project as they relate to various business concepts.

#### Grading Distribution

Student Profile	10 points	
Attendance	100 points	
Learning moments (25 x 2 pt)	50 points	A = 630 or more
SWOT + Legal/ Ethical analysis	50 points	B = 560 to 629
Milestone update #1	20 points	C = 490 to 559
Milestone update #2	20 points	D = 420 to 419
Milestone achievement	150 points	F = Below 420
Feb    50 pt		
March  50 pt		
April   50 pt		
Op-Ed	50 points	
Peer evaluation	50 points	
Learning report	160 points	
+ presentation	40 points	
TOTAL possible points	700 points	

### Learning Moments

In this course, we will utilize a digital portfolio app to capture and document key learning moments throughout the semester. Please follow instructions on Canvas on how to download the app and upload moments.

Each learning moment should include:

1. **A photo or video**
2. **Tags: Select one or more COGS (icon) from each of the following categories**
  - *Knowledge & Skills*
  - *Concepts*

- *Marinist #5 - Use business skills to promote peace, justice, peace*
- *Process*

### 3. Caption: Write a brief description (1 -2 sentences)

*\*After previewing your post, share it with the teacher & class every Tuesday and Thursday.*

*\*\*Additionally, comment on at least 2 posts from your classmates.*

### Op-Ed (1 - 2 pages)

An op-ed is an opinion piece that runs opposite the editorial page of a newspaper. It is an article that expresses an opinion of the writer about a range of topics. For this op-ed assignment, please share your experience with respect to the project and your perspective of the client's industry. Detailed instructions will be posted on Canvas.

### Proposal presentations & Milestone updates

Please limit your presentation / update to the time allowed. Kindly **edit, prepare and rehearse**. Students are expected to attend all meetings with our community partner.

Presentations and updates will be graded for both content and style.

#### Content:

- Did the update align with the goal of the project?
- Did the update include correct and timely information?
- Did the speakers show enthusiasm and capture attention of the audience?
- Did the speakers demonstrate a command of vocabulary and language appropriate for the project?
- Was the update well organized?
- Did the speakers answer the questions well during discussion?

#### Style:

- Did the speakers use their allotted time well?
- Did the speakers address the audience?
  1. Were the presentation slides readable online?
  2. Were the slides of a consistent style throughout the presentation?
  3. Did the power point add to the content of the presentation?
  4. Was the power point distracting?
- Speaking voice
  1. Were the speakers understandable?
  2. Did the speakers talk to the audience?
  3. Were the speakers stiff or nervous?
- Voice
  - a. Volume
  - b. Voice projection
  - c. Pacing (too fast or too slow)
  - d. Tone and pitch of voice

### LEARNING REPORT (paper + presentation)

Use **learning moments** to help provide content for your paper.

**PAPER** (9 - 12 pages not counting cover page, references and supporting materials)

1. **APPLICATION OF BUSINESS CONCEPTS** (min. 3 page)
  - Discuss how you/ your team applied at least **THREE** business concepts (e.g. SWOT, Cold calling, AIDA, GANTT, time management...) throughout the LEI project.
  - Did you/ your team **use & implement** the concepts effectively? **WHY YES OR NO?**
  - *Include examples of when and how these concepts were utilized.*
2. **ANALYSIS & STRATEGIES** (1-2 pages)
  8. Reflect on how you perform analysis and tasks; develop and assess strategies using business concepts appropriate to our non-profit organization.
    - *Include examples of analysis and tasks you have performed*
    - *Include strategies that you have developed and accessed*
3. **TEAMWORK & COLLABORATION** (1-2 pages)
  - Describe your experience with teamwork and collaboration.
  - *Highlight key moments where your contributions or interactions positively impacted the team's success.*
4. **USE BUSINESS SKILLS to PROMOTE SUSTAINABILITY, SERVICE, JUSTICE and PEACE** (1-2 pages)
  - Discuss how you have identified opportunities to advocate for sustainability, service, justice and peace in decision making process.  
*(e.g. environmentally friendly practices, support local needs, volunteer, accessibility, inclusivity, fair treatment, respectful culture, open communication, collaboration, conflict resolution, harmonious workplace, CSR, Triple bottom line, Stakeholder engagement, Ethical leadership...)*
  - *Include specific examples of decisions you have made to promote sustainability, service, justice and peace*
5. **RECOMMENDATIONS FOR IMPROVEMENT** (1- 2 pages)
  - Provide at least **TWO** suggestions for enhancing the project or team performance based on your experience.
  - *Discuss HOW TO IMPLEMENT the suggestions for better outcomes.*
6. **REFLECTION on ADAPTATION & CHANGE** (1-2 pages)
  - Reflect on the skills & specific knowledge you developed.
  - Analyze how the experience has influenced your personal values, beliefs, and career aspirations.
  - Three key takeaways in this experience
7. **SUPPORTING MATERIALS** (min. 1 page)
  - Include photos, samples, diagrams, spreadsheets, or other supporting documents that demonstrate your work and contributions.

**Paper Format:**

A professional business report should be error-free and grammatically correct. Please allocate enough time to do a quality job.

## QUALITY COUNTS!

This includes the report's appearance, graphics, neatness, page layout, corrected for grammar and spelling, etc. Writing style for business documents uses active voice. Please make sure the paper is **concisely and clearly written**.

- 12-point font.
- Double spaced
- One-inch margins
- Appropriate Headings prior to each section (name of contributing member)
- Pages Numbered
- Complete Documentation and Bibliography

*The report should reflect a "cumulating scholastic effort." Grading will cover both Content and Format.*

**APA Style** writing will be used in this class. For more information about this writing style, please visit:

<https://apastyle.apa.org/>

## PRESENTATION (8-10 minutes)

Please submit an annotated PowerPoint and present the highlights of the report to faculty at the end of semester. The presentation will be graded for both content and style. Please rehearse before the presentation date.

### Content:

- Did the plan align with the goal of the project?
- Did the plan include correct and timely information?
- Did the plan include all the required components
- Was the plan supported with facts and rationale?

### Style:

- Did the speaker use the allotted time well?
- Did the speaker address the audience?
- Did the speakers make eye contact with the audience?
- Did the speaker show enthusiasm and capture the attention of the audience?
- Did the speaker demonstrate a command of vocabulary and language?
- Was the presentation well organized?
- Did the speaker answer the questions well during discussion?
- Was the speaker nervous or stiff?
- Speaker's Voice
  - a. Volume
  - b. Voice projection
  - c. Pacing (too fast or too slow)
  - d. Tone and pitch of voice

## Suggestions for Success

Be flexible as we are working with a real organization and unexpected situations can happen. Practice time management and stay organized! Learn how to use the technology. Be prepared for class. Engage in class discussions and activities. Stay focused and do not distract others. Enjoy the opportunity to work on a real project! 😊

### Challenging a Grade on an Individual Assignment

Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:

- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade if desired.

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

## CUH and COURSE POLICIES

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu

prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Late Work Policy

Assignment submission boxes will promptly close on due date & time. Please plan and do not wait till the last hour to submit your assignments. Assignments which are not submitted on or before their due date will receive an automatic zero. If you find that you are having technical difficulties, please contact the Chaminade IT Helpdesk for issues related to Chaminade technology. If you have documentation from the Helpdesk indicating that they have identified a problem with the technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home technology, they should plan ahead to use the computer lab on-campus in order to submit work in a timely manner.

### Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

### **Writing Policy**

APA Style writing will be used in this class. For more information about this writing style, please visit: <https://apastyle.apa.org/>

### **Instructor and Student Communication**

Questions for this course can be emailed to me via canvas mailbox. In-person or zoom meetings can be arranged. I will respond within 24 hours. If you do not hear back from me, please use another communication medium to contact me and check your spam box.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Attendance Policy**

The following attendance policy is from the 2022-23 Academic Catalog.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook: [Final-21-22-New-Student-Handbook.pdf \(chaminade.edu\)](#)

### Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 37.5 hours in class, 30 hours researching and writing the nine to eleven-page essay, and 40 hours planning, evaluating, implementing, and measuring results of recommended strategies for the non-profit organization. There will be an additional 27.5 hours of work required beyond what is listed here (assignment, team meetings, preparing presentation, course readings, communicating with businesses etc.), averaging 1.8 hours each week.

### TENTATIVE SCHEDULE

As the class involves a real project, the schedule is subject to change to accommodate the availability of the sponsoring community organization. Faculty retain the rights to adjust the schedule.

Any changes will be announced in class and on Canvas.

Week	Date	Content	Notes
1	1/7	Welcome + Project introduction (organization, previous projects, best practices)	Visit <a href="http://www.climbhi.org/">http://www.climbhi.org/</a> (learn about ClimbHI and previous LEI Exposure Fair)  <b>1/12 Student profile due</b>
	1/9	Introduction to Tools/ App for class Prep for SWOT + Set up Meeting with Client <b>Create test post &amp; 2 comments</b>	
2	1/14	<b>Prepare for guest visit</b>	Learning moments 1, 2 (Tue. / Thur)
	1/16	Research & SWOT Team formation (TBA)	
3	1/21	<b>Kick-off meeting</b> – President of ClimbHI & industry mentor (TBA)	Learning moments 3, 4 (Tue. / Thur)
	1/23	Management & Goals	

			<b>1/26 SWOT due</b>
4	1/28	<b>Site visit (TBA)</b>	Learning moments 5, 6 (Tue. / Thur)
	1/30	Discuss SWOT & Time management Brainstorming, Project Plan	
5	2/4	Human Resources (flow & responsibilities – schedule of the day) Discuss Milestone update	Learning moments 7, 8 (Tue. / Thur)
	2/6		
6	2/11	Marketing (target market) <b>Prepare Milestone #1</b>	Learning moments 9, 10 (Tue. / Thur)
	2/13		
7	2/18	Team meeting (2 -3 teams per day) Financial leadership (Budget) <b>Present Milestone #1 to client</b>	Learning moments 11, 12 (Tue. / Thur)
	2/20		
8	2/25	How to obtain feedback? Survey, evaluation	Learning moments 13, 14 (Tue. / Thur)
	2/27		
9	3/4	Working meeting Introduction to Op-Ed (1 page) <b>Visit CUH Career Fair 2025 (tentative date: 3/7)</b>	Learning moments 15, 16 (Tue. / Thur)
	3/6		
10	3/11	Reflect on CUH career fair <b>Prepare Milestone #2</b> Mock Peer eval	Learning moments 17, 18 (Tue. / Thur)
	3/13		
11	<b>3/18</b>	<b>Spring Recess – No class</b>	
	<b>3/20</b>		
12	3/25	Working meeting <b>Present Milestone #2 to client</b>	Learning moments 19, 20 (Tue. / Thur)  <b>List of businesses' requests</b>
	3/27		
13	4/1	Get ready: Evaluation + Follow up (thank you, survey, budget...)	Learning moments 21, 22 (Tue. / Thur)
	4/3		
14	4/8	<b>Event Day – Convention Center (TBD)</b> <b>Debrief + Peer Evaluation + Send thank you &amp; survey</b>	Learning moments 23, 24 (Tue. / Thur)  <b>4/15 Op-Ed due</b>
	4/10		
15	4/15	Recap Learning report Presentation (7 students)	Learning moments 25 (Tue.)
	4/17		
16	4/22	Learning report Presentation (7 students)	<b>4/25 Complete WRITTEN Learning report due</b>
	4/24	Learning report Presentation (7 students)	
Final exam week	<b>4/30 (W)</b>	<b>1:15 – 3:15 pm, Celebration + Client feedback</b> (According to final exam schedule)	

