



## COURSE INFORMATION

Course / Section:	BU 470
Course Title:	Senior Field Experience
School Name:	School of Business and Communication
Term:	Fall 2025
Credits:	3
Meeting Time:	MWF 2:30 – 3:20pm
Classroom:	Brogan 102
Course website:	via 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:	Tue. 12:00- 1:30pm Thur. 12:00- 1:30pm Kindly make an appointment for meetings during office hour. 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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. Develop strategies 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)
2. Analyze the external environment and internal capacity of an organization. (SWOT)
3. Evaluate the client's project & present recommendations in a professional setting. (Learning Report)

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

- Clinet's official website, news release and videos
- Hawaii Chamber of Commerce
- Hawaii Tourism Authority
- Business periodicals & journals
- Small Business Administration (SBA)

### 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. Participation include but not limited to milestone updates, goal achievement and class activities.

#### Grading Distribution

Attendance & Participation	100 points	A = 405 or more
SWOT (individual)	50 points	B = 360 to 404.9
Peer evaluation	50 points	C = 315 to 359.9
Learning report	200 points	D = 270 to 314.9
<u>Presentation</u>	<u>50 points</u>	F = Below 270
TOTAL possible points	450 points	

Participation activities include and not limited to Student Profile, Milestone updates, Meeting notes , Task achievement).

### Learning Report (6- 8 pages)

Explain how you applied business knowledge and skills to promote service, justice and peace within the community and the organization. Specific examples must be included to support your analysis. Detailed instructions will be posted on Canvas.

1. Explain **at least 4 business skills** used in the project to meet the needs of the community organization. (with examples)  
e.g. SWOT, Marketing, time management, motivation, communication, problem solving, human resources, leadership...
2. How did the project promote each of the following (with examples)
  - a. **SERVICE:** Support the organization or the population it serves (project management to ensure a safety, inclusivity and a joyful environment)
  - b. **JUSTICE:** Address any inequalities or advocate for special groups (affordable & equitable budget, min. barriers for students to attend, consider different viewpoints)
  - c. **PEACE:** Encourage social harmony, support conflict resolution, promote sustainability (celebrate diversity, peaceful interaction without feeling isolated, problem solving and communication to promote dignity & respect, kindness and understanding)
3. Discuss at least 4 **ETHICAL CONSIDERATIONS** of this project for its stakeholders (with examples)

- **Inclusivity & Accessibility** (venue, quiet areas, signage, menu & special requests)
- **Respect & Dignity** (language, allow choices, sensitivity, problem solving in a respectful way)
- **Safety & Well-being** (medical protocols, supervision, personal space awareness, volunteer training)
- **Privacy & Communication** (privacy, photography consent, simple language, boundaries, ask before offering help)
- **Equity & Fairness** (equal opportunity to attend and engage, no exclusion, special programming, **treat everyone equally**)
- **Honesty** (clear about what the project is for and not hide important details from its stakeholders)

4. Recommendation for improvement

5. Supporting materials (photos, samples, diagrams, excel sheets...)

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

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

## Presentations

Please limit your presentation to the time allowed. Kindly **edit, prepare and rehearse**. Students are expected to attend all meetings with our community partner. Presentations will be graded for both content and style.

## 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 & COURSE POLICIES

### 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.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **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 \(chaminade.edu\)](https://www.chaminade.edu/files/2021/02/Final-21-22-New-Student-Handbook.pdf)

### **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 six to eight-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.

Section	Week of	Content	Notes
1	8/25 8/27 8/29	Welcome + Project introduction (organization, previous projects, best practices) Research & SWOT <b>Prepare for site visit</b>	Visit <a href="https://www.hoea.org/">https://www.hoea.org/</a> (learn about the organization and the Unity Prom project) <b>Student profile due</b>
2	<b>9/1</b> 9/3 9/5	<b>Labor Day Holiday – no class</b> Team formation (TBA) <b>Site visit (TBA)</b>	
3	9/8 9/10 9/12	Management & Goals Brainstorming Prep for meeting with Hoea	<b>SWOT due (indiv.)</b>
4	<b>9/15</b> 9/17 9/19	<b>Meeting #1 with Hoea</b> Project Timeline + Time management	
5	9/22 9/24 9/26	Marketing (target market) of the day <b>Prepare Milestone update #1</b>	
6	<b>9/29</b> 10/1 10/3	<b>Meeting #2 with Hoea</b> Human Resources (flow & responsibilities – schedule	
7	10/6 10/8 10/10	Operation – Safety, Flow & Responsibilities Financial leadership (Budget)	
8	<b>10/13</b> <b>10/15</b> 10/17	<b>Indigenous People's Day – No class</b> <b>Meeting #3 with Hoea</b> How to obtain feedback? Survey, evaluation	
9	10/20 10/22 10/24	Mock Peer eval	
10	10/27 10/29 <b>10/31</b>	<b>Prepare Milestone update #2</b>  <b>Meeting #4 with Hoea</b>	

11	11/3 11/5 11/7	Prepare survey	
12	11/10 11/12 11/14	Meeting #5 with Hoesa	List of schools' requests
13	11/17 M 11/18 T 11/19 W 11/21 F	Preparation Unity Prom 2025 – Kroc Center Debrief Mahalo day – no class	
14	11/24 11/26 11/28	Follow up (thank you, budget...) Thanksgiving Holiday – no class Thanksgiving Holiday – no class	
15	12/ 1 12/3 12/5	Peer Evaluation + Send thank you & survey Work on Learning report Celebration	12/5 Learning report due
16	Final Exam week		