



15800 Calvary Rd.
Kansas City, MO 64147

Syllabus

Course: BU453-O Business Administration Internship (FA-20)
Credit: 3 credit hours per semester (student may repeat course up to three Business Administration Internships)
Semester: Every semester
Time: Independent study; meet with instructor by appointment
Instructor: Dr. Germaine D. Washington, D.M., M.B.A.
(Contact information: germaine.washington@calvary.edu, (816) 977-3741 cell)

I. DESCRIPTION

Interns have the opportunity to gain supervised practical experience. Students will coordinate with advisor. Qualifying work may not begin prior to the start of the course. (Fee: \$250)

II. OBJECTIVES

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

1. Acquire hands-on experience (PLO 3,4,5)
2. Apply classroom knowledge in a management responsibility (PLO 4,5)
3. Verify personal career and degree choices (PLO 2,3,4)
4. Develop professionally (PLO 1,2,3,4,5)

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

1. Use basic Biblical principles in managing a business or management function (PLO 1,2,3)
2. Execute an administrative framework (PLO 3,4,5)
3. Recognize the importance and connection between theory and application (PLO 4)
4. Create, modify, or affirm a business plan (PLO 3,5)
5. Apply major areas of business administration (PLO 3,4,5)
6. Understand needed areas for personal growth and personal strengths (PLO 3,5)
7. Receive and evaluate critique of management habits from instructor, customers, peers, and business stakeholders (PLO 2,3,4)
8. Prepare financial and other professional reports (PLO 4,5)

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

III. REQUIREMENTS

- A. Reports/Assignments
 - a. Weekly coordination with instructor/supervisor (**GSLO 3,4 – SSLO 1-8**)
 - b. Weekly written progress reports (student) (**GSLO 1-5, SSLO 1-8**)
 - c. Intern progress report (Mentor feedback 3 X's during the semester)
 - d. Weekly or monthly financial summary (**GSLO 1-5, SSLO 1-8**)
 - e. Intern Notebook – The student will collect copies of all reports in a comprehensive document. The student will also keep personal documentation of daily activities, hours worked, and a diary that describes personal learning outcomes.

- B. Final Summation/Assignment
 - a. Written Paper (**GSLO 1-5, SSLO 1-8**)
 - b. Interview with instructor

IV. METHODS

- A. Experiential (Supervisor evaluation & Progress Report)
 - a. As a minimum, students in this course should expect to work 160+ hours during the semester.
- B. Mentoring
- C. Weekly written reports
- D. Intern Notebook
- E. Grading
Please see Calvary University Catalog at <http://www.calvary.edu/university-catalog/> for grading policies and grade scale.

Assignment Grade Weights:

Progress Reports:	25%
Intern Notebook	50%
Written Assignments/Reports	25%

	100%

V. MATERIALS

- A. Students normally will not use a specific text, other than the Bible, to facilitate their work in this course. Instructors may guide students to written resources, if needed. Additionally, students should reference past course textbooks as applicable.
- B. 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.

VI. TENTATIVE CLASS SCHEDULE

Students will work with the instructor for the duration of a traditional semester. Start and end dates of the internship will coincide with the first and last week of the traditional semesters. (Special arrangements can be made for summer internships lasting at least 8 weeks.)

- Students with disabilities have the responsibility of informing the DSS Director (dss@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 CU 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.*

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 50%	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. <i>39.9 or FEWER POINTS</i>	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. <i>40 to 47.9 POINTS</i>	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. <i>48 to 50 POINTS Grade:</i>
ORGANIZATION 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. <i>16 to 18.9 POINTS</i>	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. <i>19 to 20 POINTS Grade:</i>
FORMAT 5%	The paper does not conform to APA style. <i>3.4 or FEWER POINTS</i>	The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). <i>3.5 to 4.4 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>). <i>4.5 to 5 POINTS Grade:</i>
GRAMMAR, PUNCTUATION, & SPELLING 10%	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. <i>FEWER THAN 7 POINTS</i>	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 causing difficulties with grammar. <i>7 to 8.9 POINTS</i>	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. <i>9 to 10 POINTS Grade:</i>
READABILITY & STYLE 15 %	The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. <i>10.4 or FEWER POINTS</i>	Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. <i>10.5 to 13.4 POINTS</i>	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. <i>13.5 to 15 POINTS Grade:</i>

INTERN PROGRESS REPORT

Student: _____ Date: _____

Mentor (optional): _____ Faculty Supervisor: _____

Rating:

The following scoring form will assist in monitoring the intern's progress. The faculty supervisor will fill this out three times during the internship and provide a copy for the intern to place in his/her Internship Notebook. This should be filled out after each observation.

It is not possible to address all the specific issues all of the time. We suggest that you score the bulleted and bolded criteria and then use the lettered criteria as a guide for more specific comments. Intern, mentor, and faculty supervisor will be asked to complete this form, so feel free to use this as a guide for working together.

Scoring Scale:

(6) Exemplary- Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem solving approaches and solutions. Work at this level would be expected from a professional business administrator.

(5) Strong- Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and problem-solving strategies. Work at this level would be expected from a good manager.

(4) Proficient- Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

(3) Developing- Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

(2) Beginning- Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

(1) Exploring- Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

Disposition Outcomes Evaluation Criteria & Scoring

Intern Name: _____ **Progress Check #1 #2 #3** (circle one)

Rating by: **Intern** **Mentor** **Faculty Supervisor** (circle one)

Interacts constructively:	<p>With peers/colleagues, administrators, site supervisors, staff, mentor, and customers (all as applicable). Examples to judge:</p> <ul style="list-style-type: none"> ▪ Shows consideration and respect for the thoughts and feelings of others ▪ Demonstrates effective verbal, non-verbal, and signed communication skills ▪ Demonstrates flexibility with others ▪ Solicits suggestions and feedback from mentor and faculty supervisor ▪ Actively listens and responds to others ▪ Exhibits self-confidence and enthusiasm for interpreting ▪ Exhibits energy, drive, and determination to become a professional interpreter 	
Displays honesty and integrity:	<p>Examples to judge:</p> <ul style="list-style-type: none"> ▪ Maintains confidentiality with respect to assignment-related information ▪ Elicits trust and respect from peers, mentor, customers, and supervisors ▪ In completing internship assignments, produces original work and credits sources when appropriate including accurate financial assessments ▪ Maintains neutrality and objectivity 	
Is respectful of cultural patterns and expectations operating within the scope of the assignment:	<p>Examples to judge:</p> <ul style="list-style-type: none"> ▪ When questions or concerns arise, communicates with mentor, faculty supervisor, and site supervisor ▪ Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others ▪ Establishes good rapport with consumers and colleagues ▪ Seeks to address the varied signing needs of consumers ▪ Regularly re-assesses his/her commitment to the profession ▪ Reflects upon and evaluates effectiveness as an interpreter, and seeks to improve skills ▪ Receives feedback in a positive manner and makes necessary adjustments 	
Is aware of and acts according to institution policies and practices:	<p>Examples to judge above:</p> <ul style="list-style-type: none"> ▪ Adheres to rules and policies of the setting ▪ Is dependable, conscientious, and punctual ▪ Arrives on-time or early ▪ Represents CU as a positive professional ▪ Completes assigned tasks in a timely manner ▪ Reflects on performance and attitudes as a business manager 	
Meets work schedule demands:	<p>Examples to judge above:</p> <ul style="list-style-type: none"> ▪ Is prepared for daily activities ▪ Meets and consults with mentor each week to debrief ▪ Meets and consults with faculty supervisor on assigned dates ▪ Consults mentor and/or faculty supervisor immediately as challenges or difficulties arise 	

Attire:	Appropriate attire for the given situation. Mannerisms match context of work.	

Comments: