

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

**MASTER SYLLABUS
FSMA 460 SENIOR PROJECT**

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT**

SPRING 2019

- A. **COURSE TITLE:** Senior Project
- B. **COURSE NUMBER:** FSMA 460
- C. **CREDIT HOURS:** 37.5 project hours per credit hour (3, 6, 9, 12, or 15 credits)
- D. **WRITING INTENSIVE COURSE:** Yes
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER (S) OFFERED:** Fall or Spring
- G. **COURSE DESCRIPTION:** This course is an alternative to FSMA 480. It is designed for students who are unable to complete a 15-credit internship. Students complete a senior research project specifically addressing issues under the umbrella of financial services management. Under the guidance of a faculty mentor, the student submits a research proposal, conduct research, prepares a thesis style report, and presents a defense to a thesis committee. This course may be repeated for credit up to a maximum of 15 credit hours.
- H. **PRE-REQUISITES/CO-COURSES:**
 a. Pre-requisite (s) - FSMA 429 – Introduction to Culminating Experience and senior status in the Finance program or permission of instructor
 b. Co-requisite (s): None
 c. Pre- or co-requisite (s): None
- I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Develop techniques for conducting research in financial services management	1	None	2 [CA]
b. Identify theoretical concepts through a review of the literature.	1	None	2 [CA]
c. Critically analyze and review authoritative theories	3	None	2 [CA]
d. Apply knowledge gained from the literature review to prepare a research paper commensurate with senior status	2	None	2 [IA]
e. Successfully defend research findings and conclusions to a thesis committee	2	None	2 [CA] 1 [W]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills

	Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes X No

K. **TEXTS:** As applicable and to be determined by committee considering project topic.

L. **REFERENCES:** The following reference is required:

American Psychological Association (2002). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

M. **EQUIPMENT:** As appropriate for completing the project

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Literature review
- Extent to which the data reveals useful information to address the research hypothesis
- Quality and creativity of the final presentation
- Timeliness of the final report
- Average cumulative scores determined by the members of the committee reviewing the oral defense and written report

P. **DETAILED COURSE OUTLINE:**

I. Application for Senior Project/Paper

A. Application for a senior project or research paper shall be submitted by the

student prior to the semester in which the student will begin the project. The student's application must meet all requirements and deadlines as established by the Program faculty in which the student is matriculated.

- B. The Senior Project/Research Paper application must be approved by the Program Advisor, Department Chair, and/or Dean.
- C. All Projects/Research Papers are to be completed during the semester specified on the application.

II. Assignment of faculty Project Advisor

- A. Students request a faculty Project Advisor (hereafter referred to as either Project Advisor or Advisor). Selection depends upon availability of the faculty member and the faculty member's acceptance of the assignment. Faculty advisors may be assigned; however, acceptance of the assignment is voluntary.
- B. The Advisor must receive a signed statement from the student that the student understands the time commitment for Independent projects before the selection of the faculty review committee begins.

3 cr. = 7.5 hrs/wk for 15 weeks (112.5 hours)

6 cr. = 15 hrs/wk for 15 weeks (225 hours)

9 cr. = 22.5 hrs/wk for 15 weeks (337.5 hours)

12 cr. = 30 hrs/wk for 15 weeks (450 hours)

15 cr. = 37.5 hrs/wk for 15 weeks (562.5 hours)

This course may be repeated for credit up to a maximum of 15 credit hours.

III. Selection of faculty review committee

- A. The review committee will be comprised of three SUNY Canton faculty members: the Project Advisor, a faculty member selected from the student's school, and a faculty member selected from another school at SUNY Canton.
- B. Either the student or the Advisor may nominate the members of the review committee; however, the final selection requires approval of the Project Advisor.

IV. Proposal Guidelines

- A. The student will discuss and plan their project/paper under advisement of their Project Advisor
 - a. A discipline-related issue must be selected for study.
 - b. Existing research and publication on the topic must be collected and evaluated.

- c. The student will consult with the Advisor and a Librarian in the overall program design process and librarians as needed thereafter.
 - d. An initial annotated bibliography must be prepared.
 - B. The student, in consultation with the Advisor, will prepare a detailed project/paper proposal plan for review by the Advisor.
 - a. The topic or project must address a significant issue or problem
 - b. A timeline for the project from beginning to end must be developed, including notation of phases: an organized plan of investigation, study and project/paper development.
 - c. The proposal plan must discuss any particular challenges that need to be overcome.
 - C. The Project Advisor will review and approve the proposal for review by the review committee.
 - D. The review committee will accept, reject or make recommendations for revision of the proposal.
 - E. Review committee acceptance of the Senior Project or Research Paper proposal is necessary prior to the student beginning the project or paper.
- V. Project/Research Paper Implementation Guidelines
 - A. Following the guidelines of the Project Advisor, the student will implement the project/research as detailed in the proposal.
 - B. The student will meet with the Advisor periodically, as determined in the project plan, to present portions of work, discuss the project and seek input assistance from the Advisor.
 - C. Progress Reports
 - a. Students are to write a midterm progress report to be submitted to the Advisor 1 week prior to the due date for midterm grades.
 - b. The Advisor will use the progress report and any other available indicators to assign a midterm grade.
 - D. Review Process
 - a. Written paper/project report
 - i. Project Advisor will review and approve the paper/project report for presentation to the review committee.
 - ii. Committee members will review and evaluate the written project based on a standardized rubric agreed upon by the program faculty to score the written text prior to and anticipating the oral defense.

- b. Oral defense of project/research paper
 - i. Student will arrange the location and time of oral defense by contacting all committee members.
 - ii. Student will orally defend the project.
 - iii. The review committee will use a standardized oral presentation defense scoring rubric agreed upon by the program faculty to evaluate the student.

VI. Grading

A. Midterm Grades

- a. Students are to write a midterm progress report to be submitted to the Advisor 1 week prior to the due date for midterm grades.
- b. The Advisor will use the progress report and any other available indicators to assign a midterm grade.

B. Final Grades

- a. Senior paper/project grade will be based on the average cumulative scores determined by the members of the committee in review of the oral defense and written report.
- b. Projects/papers will be graded in accordance with all agreed upon conditions and expectations included in the proposal.
- c. The Project Advisor will not submit the Project/Research Report grade until the library copy of the project/research project (See VII/A. below) has been received and is suitable for accession. The Advisor is responsible for the delivery of the report to the library.
- d. Students will be eligible to receive credit hours as established in the project proposal. The quality of work will neither increase nor decrease credit hour eligibility.

VII. Distribution of final project/research report

- A. One unmarked copy of the completed project report or research report will be bound (three ring binder or spiral bound) and delivered to the Southworth Library to be placed in its holdings.

VIII. Project/Research Paper Proposal, Written Report, and Oral Defense Recommended Structure, Format, Process and Definitions

A. Title page

- a. Includes short descriptive title of the proposed project, author, college, department, Project Advisor, and date of delivery

B. Abstract

- a. Contains brief summary of the study proposal
- b. 200 words or less
- c. Brief introduction to the issue under study
- d. Provides summary of how the student addressed the study

C. Table of Contents

- a. List all headings and subheadings
- b. Indent subheadings

D. Introduction

- a. Sets the context for the proposal and should capture the reader's Interest
- b. Explains the background of the study from a broad picture narrowing to the specifics of study
- c. Reviews what is known about the subject specific to the proposed Study
- d. Includes relevant citations
- e. Written at a level that makes it easy to understand for readers with a generalist background in the topic

E. Thesis statement

- a. Brief paragraph stating the position of the study
- b. Can take the form of a question, project statement, or goal statement
- c. Should capture the essence of the intended study and help put boundaries on it

F. Approach and methods

- a. Determined by discipline

G. Findings and discussion

- a. Presents information obtained
- b. Discusses how the results/findings fit into the framework of project

H. Implications of study

H. Reflective statement

- a. The purpose of the reflective statement is for the student to reflect and discuss the learning process inherent in the project
- b. The elements contained in the reflective chapter can include: value, challenges, and learning consequences of a senior project; what the student discovered in the process of developing a senior project about his/her understanding of the subject matter, working with mentoring

faculty, themselves as a learner, and upon reflection how the experience may be of value to them in their future occupational and professional development

- c. The reflective chapter although noted in the outline and project proposal is not completed by the student until towards the end of the project
- d. It is recommended that the student keep a 'journal' of reflection to assist in the development of the chapter

J. Reference/ Works Cited List

- a. Appropriate documentation style on all project documents
- b. Statements supported with data or a reference
- c. Parenthetical in-text citations

K. Grammar and spelling

- a. The paper/project report shall be evaluated for format, grammar and spelling
- b. The paper must be written clearly enough to help the reader understand the material, summaries, conclusions and linking of information.

Q. **LABORATORY OUTLINE:** None