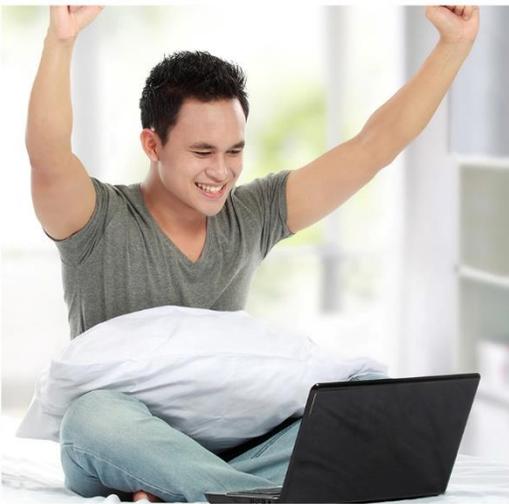


SYLLABUS



BSAD 210 Small Business Management
Fall 2020

BSAD 210 Small Business Management

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Examines the principles and challenges of operating a small business. Topics include establishing a new business, providing physical facilities, financing, marketing, and management of the small business. Does not apply towards a management major during junior and senior years.

Required Text/Material

Cafferky, Michael, *Scriptural Foundations for Management*, Andrews University Press, MI, 2013, ISBN 978-1883925796.

Mariotti, Steve & Clackin, Caroline, *Entrepreneurship: Starting and Operating a Small Business*, 4th edition, Pearson, NY, 2016, ISBN 978-0133934458.

Online Articles:

<http://www.entrepreneur.com>

<http://www.sba.gov>

<http://www.youngentrepreneur.com>

<http://www.entrepreneurship.org>

<http://www.netmba.com/marketing/product/lifecycle>

<http://www.infoentrepreneurs.org/en/guides/create-your-marketing-strategy>

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via discussion forums, completing case studies, and writing and presenting a business plan.

A recommended weekly schedule to divide your time is provided:

- Readings: 3 hours
- Lectures: 2 hours
- Interactive Discussions: 1 hour
- Quizzes: 1 hour
- Weekly work on Final Paper: 1 hour
- Studying for Upcoming Exams: 1 hours

Program Learning Outcomes

1. Students will be exposed to the challenges associated with establishing, owning and operating a small business.
2. Students will understand the various management and marketing principles as they apply to small business management.
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing small business management problems.
4. Students will be able to identify Christian perspectives when approaching small business management issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth

Student Learning Outcomes

The student learning outcomes for this course are intended to expose students to the challenges associated with establishing and operating a small business. At the end of this course students should be able to:

1. Evaluate opportunities to start your own small business
2. Conduct an analysis of the small business environment
3. Analyze the various activities involved in feasibility studies for small businesses
4. Identify the characteristics of successful small business management culture, ethic, values and practices
5. Understand the biblical, scriptural foundations of running a small business
6. Develop a fully functioning business plan for a small business

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, discussion forums, case studies, completion of a business plan, and business plan presentation.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Case Studies – There will be five case studies – two from the textbook and three provided by the Instructor. A case study analysis must not merely summarize the case. It should identify key issues and problems, outline and assess alternative courses of action, and draw appropriate conclusions. The case study analysis can be broken down into the following steps:

1. Identify the most important facts surrounding the case.
2. Identify the key issue or issues.
3. Specify alternative courses of action.
4. Evaluate each course of action.
5. Recommend the best course of action.

Business Plan Presentation – Students will have to develop and present a PowerPoint presentation of their business plan. Presentations will be posted online for other students to read and make comments on. Presentations should be in PowerPoint and the students will make presentations to the instructor and other students via Zoom. There will be four meeting times to choose from and they will be posted in the online classroom. Attendance at one of these meetings is a mandatory requirement to pass the class.

Business Plan – Students will prepare a business plan for a small business of their choice. The business plan is a document prepared by an aspiring small business owner or manager that describes the business venture, the product or service, the customers, the competition, the operations, the marketing, the manpower plan, and all those things that are required to create and organize a small business. Regardless of the type of small business, start-up, buy-out, franchise, partnership, a business plan is required to help establish the direction of the undertaking and attract capital required to run the small business. As such, it incorporates and integrates all of the functional areas of business and puts into practice many of the concepts and theories acquired.

A comprehensive small business plan uncovers many unanticipated factors that may have otherwise been ignored and reality tests assumptions previously thought to be easily accomplished. It also illustrates current status, expected needs and projected results of the new business. Every aspect of the undertaking needs to be described, the project, operations, marketing, critical risks, management, manpower, timetable, financing milestones as well as the competitive advantage upon which the small business is based. Documentation of all of these facets of the proposed small business is necessary to give a clear picture of what the small business is, where it is projected to go, and how the businessperson plans to get there.

The business plan is essentially the businessperson's roadmap for a successful small business. Although it may be utilized in the investment seeking process, the major purpose of the business plan is to encapsulate strategic developments of the project in a comprehensive document to share with potential employees, suppliers and investors. The final business plan should be at least 15 pages long including financial statements.

Discussion Forums – There are eight discussion forums. Each of them consist of one to four questions. A post should be at least one paragraph long. Your post should show your understanding of the topic and your application of the learned knowledge.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is

not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics**Business Plan**

BSAD 210: Small Business Management				
The Project is worth 50% of final class grade.				
			Value	Score
Cover Sheet			50	
Table of Contents			50	
Executive Summary			100	
The Organizational Plan			100	
	Business Summary		20	
	Products and Services		20	
	Legal Structure		20	
	Location		20	
	Management and Personnel		20	
Marketing Plan			300	
	Market Analysis and Trends		60	
	Competition and Pricing		60	
	Marketing Strategy		60	
	Advertising, Promotion & Public Relations Strategies		60	
	Assessment of Marketing Effectiveness		60	
Financial Plan			200	
	Sales Projections		20	
	Start-up Costs		20	
	Loan Analysis		20	
	Depreciation Analysis		20	
	Profit & Loss Statement		40	
	Notes & Explanations to Start-up Costs & Profit and Loss Statement		40	
	Break-even Point Analysis		20	
	Application of Funds		20	
Supporting Documents			200	
	Price List		100	
	Equipment List		100	
Total Points Scored			1000	
Project Total				

Case Study Grading Rubric

Each item is rated on the following rubric.

- 1= Very poor
- 2 = Poor
- 3 = Adequate
- 4 = Good
- 5 = Excellent

Student Name: _____

Assigned Case Study: _____

Date: _____

Item	Score				
1. Evidence of preparation (Organized case study analysis and presentation, all work should be in your own words).	1	2	3	4	5
2. Content (Student presented accurate & relevant information, appeared knowledgeable about the case studies assigned and the topic discussed, offered strategies for dealing with the problems identified in the case studies)	1	2	3	4	5
3. Connection with the field (Student identified online resources and online library resources to help with the problem/issues, discussed relevance to own experience)	1	2	3	4	5
4. Delivery (clear and logical organization, effective introduction and conclusion, creativity)	1	2	3	4	5

Total Score: _____ (sum of Items 1-4)

Total Score X 4: _____ (to make the assignment of 100 points)

Exams

There are no exams in this course.

Schedule for BSAD 210 Small Business Management:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24-27	Introduction to the Course. Scriptural Foundation for Management.	Lesson 1 Introduction of Scriptural Foundations of Management pp. 1-15	Discussion Forum 1 Due Thursday, Sept 3, 11:59 PM	SLO 1, 5
2 Aug 28 – Sept 3	Entrepreneurial Pathways – Recognizing Opportunities	Lesson 2 Entrepreneurship: Chapter 1 Online Lecture 1	Case Study #1: Foursquare (<i>Entrepreneurship</i> Pages 31- 33) Due Thursday, Sept 3, 11:59 PM	SLO 1, 2
3 Sept 4-10	The Business Plan	Lesson 3 Entrepreneurship: Chapter 2 Online Article #1	Discussion Forum 2	SLO 1, 2 ,3
4 Sept 11-17	Business Opportunity	Lesson 4 Entrepreneurship: Chapter 3	Business Plan Part 1	SLO 1, 2, 3
5 Sept 18-24	Integrated Marketing – Exploring the Market	Lesson 5 Entrepreneurship: Chapter 4	Discussion Forum 3	SLO 1, 3, 4
6 Sept 24 – Oct 1	Developing Marketing Plan	Lesson 6 Entrepreneurship: Chapter 5 Online Lecture 2	Case Study #2: Amazing Customer Service Propels Amazon (<i>Entrepreneurship</i> Pages 217 & 218)	SLO 1, 3, 4
7 Oct 2-8	Customer Service	Lesson 7 Entrepreneurship: Chapter 6	Discussion Forum 4	SLO 1-4
8 Oct 9-15	Finding, Securing, and Managing Money – Start-up, Fixed, and Variable Costs	Lesson 8 Entrepreneurship: Chapter 7	Business Plan Part 2	SLO 1-4
9 Oct 16-22	Financial Statements	Lesson 9 Entrepreneurship: Chapter 8	Discussion Forum 5	SLO 3, 4, 6
10 Oct 23-29	Cash Flow and Taxes	Lesson 10 Entrepreneurship: Chapter 9 Online Lecture 3	Case Study # 3	SLO 3, 4, 6
11 Oct 30 – Nov 5	Financial Strategy and Tactics	Lesson 11 Entrepreneurship: Chapter 10	Discussion Forum 6	SLO 3, 4, 6
12 Nov 6-12	Operating a Small Business Effectively – Legal Issues and Risk	Lesson 12 Entrepreneurship: Chapter 11	Business Plan Part 3A Case Study #4	SLO 3, 4, 6
13 Nov 13-19	Operating for Success	Lesson 13 Entrepreneurship: Chapter 12 Online Lecture 4	Discussion Forum 7	SLO 1-6
14 Nov 20-26	Management, Leadership, and Ethical Practices	Lesson 14 Entrepreneurship: Chapters 13	Business Plan Part 3B Case Study #5	SLO 1-6
15 Nov 27 – Dec 3	Franchising, Licensing, and Harvesting	Lesson 15 Entrepreneurship: Chapter 14	Discussion Forum 8 Business Plan Part 4	SLO 1-6
16 Dec 4-10	Small Business Management- Final Business Plan			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15%	Discussions & Online Article Assignment
25%	2 case studies from the text, 3 instructor provided
10%	Business Plan Presentations
50%	Business Plan
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and

scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.

3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.