



SYLLABUS

BSAD 210 Small Business Management

202341

BSAD 210 Small Business Management

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

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

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

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 9781883925796.

Mariotti, Steve & Clackin, Caroline, *Entrepreneurship: Starting and Operating a Small Business, 5th edition*, Pearson, NY, 2020. ISBN(s) Ebook: 9780135637975 Paperback: 9780135210529

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>

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 course has 16 modules with 15 lessons, 8 blogs, 5 case studies, and an ongoing assignment to build your own business plan. Each module represents a week of atypical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

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

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University

- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

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

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Blogs – There are eight blogs. Each of them consists 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.

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.

Rubrics

Case Study Grading Rubric

Each item is rated on the following rubric.

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

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

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				

Suggested schedule for completion in 8 weeks

Modules	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Introduction to the Course. Scriptural Foundation for Management.	Lesson 1 Introduction of Scriptural Foundations of Management pp. 1-15	Blog 1	SLO 1, 5
	Entrepreneurial Pathways – Recognizing Opportunities	Lesson 2 Entrepreneurship: Chapter 1 Online Lecture 1	Case Study #1: Foursquare (<i>Entrepreneurship</i> Pages 33-35)	SLO 1, 2
2	The Business Plan	Lesson 3 Entrepreneurship: Chapter 2 Online Article #1	Blog 2	SLO 1, 2, 3
	Business Opportunity	Lesson 4 Entrepreneurship: Chapter 3	Business Plan Part 1	SLO 1, 2, 3
3	Integrated Marketing – Exploring the Market	Lesson 5 Entrepreneurship: Chapter 4	Blog 3	SLO 1, 3, 4
	Developing Marketing Plan	Lesson 6 Entrepreneurship: Chapter 5 Online Lecture 2	Case Study #2: Amazing Customer Service Propels Amazon (<i>Entrepreneurship</i> Pages 227-228)	SLO 1, 3, 4
4	Customer Service	Lesson 7 Entrepreneurship: Chapter 6	Blog 4	SLO 1-4
	Finding, Securing, and Managing Money – Start-up, Fixed, and Variable Costs	Lesson 8 Entrepreneurship: Chapter 7	Business Plan Part 2	SLO 1-4
5	Financial Statements	Lesson 9 Entrepreneurship: Chapter 8	Blog 5	SLO 3, 4, 6
	Cash Flow and Taxes	Lesson 10 Entrepreneurship: Chapter 9 Online Lecture 3	Case Study # 3	SLO 3, 4, 6
6	Financial Strategy and Tactics	Lesson 11 Entrepreneurship: Chapter 10	Blog 6	SLO 3, 4, 6
	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
7	Operating for Success	Lesson 13 Entrepreneurship: Chapter 12 Online Lecture 4	Blog 7	SLO 1-6
	Management, Leadership, and Ethical Practices	Lesson 14 Entrepreneurship: Chapters 13	Business Plan Part 3B Case Study #5	SLO 1-6
8	Franchising, Licensing, and Harvesting	Lesson 15 Entrepreneurship: Chapter 14	Blog 8 Business Plan Part 4	SLO 1-6
	Small Business Management- Final Business Plan			

Suggested schedule for completion in 16 weeks

Modules	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Introduction to the Course. Scriptural Foundation for Management.	Lesson 1 Introduction of Scriptural Foundations of Management pp. 1-15	Blog 1	SLO 1, 5
2	Entrepreneurial Pathways – Recognizing Opportunities	Lesson 2 Entrepreneurship: Chapter 1 Online Lecture 1	Case Study #1: Foursquare (<i>Entrepreneurship</i> Pages 33-35)	SLO 1, 2
3	The Business Plan	Lesson 3 Entrepreneurship: Chapter 2 Online Article #1	Blog 2	SLO 1, 2, 3
4	Business Opportunity	Lesson 4 Entrepreneurship: Chapter 3	Business Plan Part 1	SLO 1, 2, 3
5	Integrated Marketing – Exploring the Market	Lesson 5 Entrepreneurship: Chapter 4	Blog 3	SLO 1, 3, 4
6	Developing Marketing Plan	Lesson 6 Entrepreneurship: Chapter 5 Online Lecture 2	Case Study #2: Amazing Customer Service Propels Amazon (<i>Entrepreneurship</i> Pages 227-228)	SLO 1, 3, 4
7	Customer Service	Lesson 7 Entrepreneurship: Chapter 6	Blog 4	SLO 1-4
8	Finding, Securing, and Managing Money – Start-up, Fixed, and Variable Costs	Lesson 8 Entrepreneurship: Chapter 7	Business Plan Part 2	SLO 1-4
9	Financial Statements	Lesson 9 Entrepreneurship: Chapter 8	Blog 5	SLO 3, 4, 6
10	Cash Flow and Taxes	Lesson 10 Entrepreneurship: Chapter 9 Online Lecture 3	Case Study # 3	SLO 3, 4, 6
11	Financial Strategy and Tactics	Lesson 11 Entrepreneurship: Chapter 10	Blog 6	SLO 3, 4, 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	Operating for Success	Lesson 13 Entrepreneurship: Chapter 12 Online Lecture 4	Blog 7	SLO 1-6
14	Management, Leadership, and Ethical Practices	Lesson 14 Entrepreneurship: Chapters 13	Business Plan Part 3B Case Study #5	SLO 1-6
15	Franchising, Licensing, and Harvesting	Lesson 15 Entrepreneurship: Chapter 14	Blog 8 Business Plan Part 4	SLO 1-6
16	Small Business Management- Final Business Plan			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

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

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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/mvc/moodle/public/incompletes.html>.

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.

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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

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