



SYLLABUS

**AU BSAD 210 Small Business Management
Summer 2019**

AU BSAD 210 Small Business Management Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

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
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 Description

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.

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.

Course Learning Outcomes

The objective of this course is 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

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: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

Credit Hour and Commitment

This is a 3 credit course. This course is a self-paced course and students are expected to spend a total of 45 hours for this class. You should log in regularly to ensure success in this class. There will be several small case studies and blogs for this class as well as one major project. See attached course schedule.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbooks, online articles and lectures, case studies and discussion forums, interactions with the instructor via course management system or Email, and Business Plan review. Regular participation in the course is essential to good performance.

Course/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 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 but with four specific dates: start date, midterm date, final date and completion date.

Assessment Descriptions

Blogs – There are eight blogs. Each of them consist of one to four questions. A post should be at least one paragraph long. You 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

Blogs –1 Online Article and blogs (15% of Total Grade)

Case Studies – 2 from Text, 3 Instructor Provided (5 worth 5% each = 25% of Total Grade)

Business Plan Presentation (10% of Total Grade)

Business Plan (50% of Total Grade). See Grading Rubric Below.

Business Plan

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)

Schedule with start, midterm, final and completion dates in RED.

Modules	Lessons	Readings	Assignments	Course Objectives Met
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1 May 13-19	Introduction to the Course. Scriptural Foundation for Management.	Lesson 1 Introduction of Scriptural Foundations of Management pp. 1-15	Discussion Forum 1	CO 1, 5
2	Entrepreneurial Pathways – Recognizing Opportunities	Lesson 2 Entrepreneurship: Chapter 1 Online Lecture 1	Case Study #1: Foursquare (Entrepreneurship Text Pages 31- 33)	CO 1,2
3	The Business Plan	Lesson 3 Entrepreneurship: Chapter 2 Online Article #1	Discussion Forum 2	CO 1, 2, 3
4	Business Opportunity	Lesson 4 Entrepreneurship: Chapter 3	Business Plan Part 1: The Organizational Plan	CO 1, 2, 3
5	Integrated Marketing – Exploring the Market	Lesson 5 Entrepreneurship: Chapter 4	Discussion Forum 3	CO 1, 3, 4
6	Developing Marketing Plan	Lesson 6 Entrepreneurship: Chapter 5 Online Lecture 2	Case Study #2: Amazing Customer Service Propels Amazon (Entrepreneurship Text Pages 217 & 218)	CO 1, 3, 4
7	Customer Service	Lesson 7 Entrepreneurship: Chapter 6	Discussion Forum 4	CO 1 - 4
8 June 16-20	Finding, Securing, and Managing Money – Start-up, Fixed, and Variable Costs	Lesson 8 Entrepreneurship: Chapter 7	Business Plan Part 2: The Marketing Plan	CO 1 - 4
9	Financial Statements	Lesson 9 Entrepreneurship: Chapter 8	Discussion Forum 5	CO 3, 4, 6
10	Cash Flow and Taxes	Lesson 10 Entrepreneurship: Chapter 9 Online Lecture 3	Case Study # 3	CO 3, 4, 6
11	Financial Strategy and Tactics	Lesson 11 Entrepreneurship: Chapter 10	Discussion Forum 6	CO 3, 4, 6
12	Operating a Small Business Effectively – Legal Issues and Risk	Lesson 12 Entrepreneurship: Chapter 11	Business Plan Part 3: The Financial Plan (Part 1) Case Study #4	CO 3, 4, 6
13	Operating for Success	Lesson 13 Entrepreneurship: Chapter 12 Online Lecture 4	Discussion Forum 7	CO 1 – 6
14	Management, Leadership, and Ethical Practices	Lesson 14 Entrepreneurship: Chapters13	Business Plan Part 3: The Financial Plan (Part 2) Case Study #5	CO 1- 6
15	Franchising, Licensing, and Harvesting	Lesson 15 Entrepreneurship: Chapter 14	Discussion Forum 8 Business Plan Part 4: Final Document	CO 1- 6
16 July 28- August 1	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

Description	Percent %
Blogs, Participation, Online Article	15%
Business Plan Presentation	10%
Business Plan	50%
Case Studies	25%
Total Percent Possible	100%

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box 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/weblmsc/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/accommodationsregform.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 this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.

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