



BUSINESS (ADMINISTRATION & MANAGEMENT)
SOUTHWEST COLLEGE

BUSG/2309
Small Business Management

CRN 92575 – Spring 2016 SS
Southwest Campus – West Loop Center - Room: C223
Credit: 3 (3 lecture) 12 weeks

Course Start Date: 02/16/2016
Course End Date: 05/15/2016

Course Start Days: Tuesday & Thursday
Course Start Time: 8:00 AM
Course End Time: 10:00 AM

Tardy: 8:05 AM
No Entry: 8:10 AM

Please print a copy of this syllabus for handy reference.

Whenever there is a question about what assignments are due, please remember this syllabus is considered the ruling document.

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Instructor Information

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Use the class e-mail system (Quickmail) for all course related communication regarding this course. E-mailed messages will be answered within a 24 - 36 hour period. Emailed messages sent directly to the professor's HCC email account will not receive a response unless the server is undergoing service.

Instructor Availability

I am available from 9 a.m.-9 p.m. Central Standard Time on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only from 7 AM – 11 AM. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact.

For emergencies, when you are not able to gain access to messages on the Eagle Online 2 (EO2), please send a message to my HCC email address. In the event a third party needs to contact me, please direct them to my contact information listed under "instructor information." No third party should use your login credentials to gain access to the classroom.

Office Location and Hours

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

Course Withdrawal Date

Last Day for Administrative and Student Withdrawals: The final withdrawal deadline for regular term is April 5, 2016 at 4:30 p.m. verify on the HCC calendar and with Academic Counselor.

Course Description

Principles of Management Credit: 3
(3 lecture)

Concept, terminology, principles, theories, and issues in the field of supervision that will teach you how to strategically, discuss and convey supervision that projects make decisions and work in teams and to thrive on change.

The primary objective of BUSG 2309 is to give the student an understanding business administration and operations. As generalities and analysis notes, not everyone is motivated to become an entrepreneur. The course and its contents look at over 200 different components, which focus on the one common goal, how to create and maintain a sustainable competitive advantage within a small business in a cutting edge marketplace.

Course Prerequisite

None

Program Learning Outcomes

1. Identifying the characteristics of small business
2. Recognizing the role of small business in the U.S. economy
3. Examine ways to court success in a small business venture
4. Defining the most common causes of small business failure

Student Learning Outcomes

1. Explain the importance of small business to the U.S. economy
2. Identify roles of leadership in small business organizations
3. Recognize characteristics in small business to detour failure and abound success
4. Identify and define the four functions essential for small business growth
5. Explain the purpose of the four functions in today's marketplace for small business

Learning Objective

1. Beginning – the startup of small business
2. Planning – research location, name, marketplace, demand and supply
3. Organizing – legality structure, employees, services and products, marketing
4. Leading - Leadership, motivation, communication, and teamwork
5. Controlling – Managerial control, change and innovation

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting these demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—an ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

4. **Systems**—an understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—the knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in-group projects.

Statement of Workplace and Foundation Competencies

The three SCANS foundation skills identified by the Commission are the following:

Houston Community College is determined to prepare students with the knowledge and skill students need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for BMGT – Supervision Today!.

Workplace Competencies

- **Basic Skills**—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.
- **Thinking Skills**—Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.
- **Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities and the power of teaching by example.

Technical Support

Technical Support is available 24 hours a day, 365 days a year. Call 1-877-832-4867, or use the student help form. Eagle Online 2 Help & Support / DE and Eagle Online FAQ's

Eagle Online 2: Customer Support 713-718-8800 (option 4, 2, 3)
Student Help Form: (Recommended)
Eagle Online Chat: (For Single Questions)

Eagle For Eagle Online documentation, tutorials (including movies), phone and chat support, go to the [HCC Eagle Online support website](#). Phone support: 713-718-2000, Options 4, 2, 3 (available 24 x 7)

Course Topics & Objectives

- Week 1:
 - Syllabus ***02/16/2016***
 - Part I – The Challenge
 - Chapter 1 – Small Business: An Overview
 - Chapter 2 – Small Business Management, Entrepreneurship, and Ownership
 - ***Team Activity – The Idioteest Activity Due 02/18/2016***

- Week 2:
 - Part II – Planning in Small Business
 - Chapter 3 – Social Responsibility, Ethics, and Strategic Planning
 - Chapter 4 – The Business Plan
 - ***Team Activity – The Chase Activity Due 02/25/2016***

- Week 3:
 - Part III – Early Decisions
 - Chapter 5 – Franchising
 - Chapter 6 – Taking over an Existing Business
 - Chapter 7 – Starting a New Business
 - ***Team Activity – The Dangerous Minds Activity Due 03/03/2016***

- Week 4:
 - Part IV – Financial and Legal Management
 - Chapter 8 – Accounting Records and Financial Statements
 - Chapter 9 – Small Business Finance
 - Chapter 10 – The Legal Environment
 - ***Team Activity – The Chain Reaction Activity Due 03/10/2016***

- Week 5:
 - Part V – Marketing the Product or Service
 - Chapter 11 – Small Business Marketing: Strategy and Research
 - Chapter 12 – Small Business Marketing: Product
 - Chapter 13 – Small Business Marketing: Place
 - Chapter 14 – Small Business Marketing: Price and Promotion
 - ***Team Activity – The Weakest Link Activity Due 03/24/2016***

- Week 6:
 - Part VI – Managing Small Business
 - Chapter 15 – International Small Business
 - Chapter 16 – Professional Small Business Management
 - Chapter 17 – Human Resource Management
 - Chapter 18 – Operations Management
 - ***Team Activity – The Name That Cycle Activity Due 03/31/2016***

- Week 7:
 - Part I - The Business Plan **04/07/2016**
 - Section I – Executive Summary
 - Section II - Description of the Company and Industry
 - Section III – Description of the Product and/or Service
- Week 8:
 - Part II – The Business Plan **04/14/2016**
 - Section IV – Market Research and Evaluation
 - Section V – Marketing Plan
 - Section VI – Manufacturing and Operations Plan
 - Section VII – The Management Team
- Week 9:
 - Part III – The Business Plan **04/21/2016**
 - Section VIII – Timeline
 - Section IX – Critical Risks and Assumptions
 - Section X – Benefits to Community
 - Section XI – Exit Strategy
- Week 10:
 - Part IV – The Business Plan **04/28/2016**
 - Section XII – Financial Plan
 - Appendices
 - Review Business Plan for Cohesiveness **04/28/2016**
- Week 11:
 - Final Exam - Presentation
 - ***The Shark Tank Project Due by 7:59 a.m. Tuesday 05/03/2016 and Thursday 05/05/2016***
- Week 12:
 - Final Exam
 - ***The Shark Tank Project Due by 7:59 a.m. Tuesday 05/10/2016 and Thursday 05/12/2016***

Point Values for Course Assignments

ASSIGNMENTS	Points
Individual	
Chapter Readings	
Interactive Discussion (In Class/DE)	30
Discussion Questions	
Q & A (Weeks 1, 2, 3, 4, 5, and 6)	25
Debate (Weeks 1, 2, 3, 4, 5, and 6)	30
Weekly Reflections (Individual)	20
Attendance/Participation	15
Teams	
Learning Team	
Charter	25
Evaluation	20
Team Forums	
Chat	10
Activity (Idiotest, Chase, Chain Reaction, Weakest Link, and Name That Cycle)	15
The Idiotest	
The Chase	
Dangerous Minds	
The Chain Reaction	
The Weakest Link	
Name That Cycle	
Project (The Shark Tank)	50

Due Each Week

1. Readings

- **Read**
 - i. Syllabus
 - ii. Small Business Management, Entrepreneurship and Beyond by Timothy S. Hatten text

2. Complete

- **Individual** Weekly Reflections due Fridays by 11:59 p.m. CST
- **Learning** Team Evaluations due Fridays by 11:59 p.m. CST
- **Team** Activities due Thursdays by 7:59 a.m. CST
- **The Business Plan** Assignments due Thursdays by 7:59 a.m. CST
 - i. **Corrections to The Business Plan** Assignments are due Saturday by 11:59 p.m. CST
- **Team** Project(s) Week 11 and 12 due Thursday of that week by 7:59 a.m. CST *unless otherwise instructed*

3. Individual Assignment:

- **Individual** Weekly Reflections due Fridays by 11:59 p.m. CST

4. Discussion Questions:

- **In Class**
 - i. Debate
 - ii. Q & A

5. Team Assignment – Activity and Evaluations

- **Setup** teams for team activity assignments
- **Team** Charter due Fridays by 11:59 p.m. CST
- **Learning** Team Evaluations due Fridays by 11:59 p.m. CST
- **Corrections** to The Business Plan Assignments are due Saturday by 11:59 p.m. CST

Week One

1. Readings

- Cover Syllabus
- Read
 - i. Part I - Chapters 1 - 2 text by Hatten

2. Complete

- **Weekly** Individual Reflections due Friday (02/19/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday (02/19/2016) by 11:59 p.m. CST
- **Discussion** *In-class* (Q&A; Debate)
- **Team Activity** – The Idiotest Activity due Thursday (02/18/2016) by 7:59 a.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout this course.

- **Create** a reflective and applied statement describing how the week's learning has affected your thought processes, development, and professional disposition. This statement should reflect your personal learning process—challenges, moments of discovery, and interactions. You may also include questions for the course instructor regarding material that may still be unclear in your reflection. Ideally, you will use these reflections throughout the course to document your development as a leader, and to reflect critically on the changes that occur during this process.
- **Format** any citations and references in your reflective statement consistent with APA guidelines.
- **Reply** to the thread designated for Weekly Reflections, and post your response in the body of the post, not as an attachment.
 - **Individual Weekly Reflections** due Friday (02/19/2016) by 11:59 p.m. CST.

4. Team Activity and Evaluations

- **The Idiotest Activity** due Thursday (02/18/2016) by 7:59 a.m. CST
 - **Instructor** will provide the rules
 - **Definition** simplest answered most obviously overlooked
 - **Rules** complete a project in its simplest form with the obvious answer, which can be easily missed.
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning** Team Evaluations due Friday (02/19/2016) by 11:59 p.m. CST

Week Two

1. Readings

- Read
 - i. Part II - Chapters 3 - 4 text by Hatten

2. Complete

- **Weekly Individual Reflections** due Friday (02/26/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (02/26/2016) by 11:59 p.m. CST
- **Discussion *In-class*** (Q&A; Debate)
- **Team Activity** – The Chase Activity due Thursday (02/25/2016) by 7:59 a.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (02/26/2016) by 11:59 p.m. CST.

4. Team Activity and Evaluations

- **The Chase Activity** due Thursday (02/25/2016) by 7:59 a.m. CST
 - **Instructor** will provide the rules
 - **Definition** pursue in order to catch or catch up with
 - **Rules** complete a project which depicts a type of leadership strategy
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning Team Evaluations** due Friday (02/26/2016) by 11:59 p.m. CST

Week Three

1. Readings

- **Read**
 - i. Part III - Chapters 5 - 7 text by Hatten

2. Complete

- **Weekly Individual Reflections** due Friday (03/04/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (03/04/2016) by 11:59 p.m. CST
- **Discussion *In-class*** (Q&A; Debate)
- **Team Activity** – The Dangerous Minds Activity due Thursday (03/03/2016) by 7:59 a.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (03/04/2016) by 11:59 p.m. CST.

4. Team Activity and Evaluations

- **The Dangerous Minds Activity due Thursday (03/03/2016) by 7:59 a.m. CST**
 - **Instructor** will provide the rules
 - **Definition** armed with information with no direction
 - **Rules** complete a project which depicts leadership style with no direction
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning Team Evaluations** due Friday (03/04/2016) by 11:59 p.m. CST

Week Four

4. Readings

- **Read**
 - i. Part IV - Chapters 8 - 10 text by Hatten

5. Complete

- **Weekly Individual Reflections** due Friday (03/11/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (03/11/2016) by 11:59 p.m. CST
- **Discussion *In-class*** (Q&A; Debate)
- **Team Activity** – The Chain Reaction Activity due Thursday (03/10/2016) by 7:59 a.m. CST

6. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (03/11/2016) by 11:59 p.m. CST

4. Team Activity and Evaluations

- **The Chain Reaction Activity due Thursday (03/10/2016) by 7:59 a.m. CST**
 - **Instructor** will provide the rules
 - **Definition** pursue in order to catch or catch up with
 - **Rules** complete a project which depicts a type of leadership strategy based on steps
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning Team Evaluations** due Friday (03/11/2016) by 11:59 p.m. CST

Week Five

1. Readings

- **Read**
 - i. Part V - Chapters 11 - 14 text by Hatten

2. Complete

- **Weekly Individual Reflections** due Friday (03/25/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (03/25/2016) by 11:59 p.m. CST
- **Discussion *In-class*** (Q&A; Debate)
- **Team Activity** – The Weakest Link Activity due Thursday (03/24/2016) by 7:59 a.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (03/25/2016) by 11:59 p.m. CST

4. Team Activity and Evaluations

- **The Weakest Link Activity** due Thursday (03/24/2016) by 7:59 a.m. CST
 - **Instructor** will provide the rules
 - **Definition** making the least contribution to the collective achievement of the group
 - **Rules** complete a project which depicts a weak link in a type of leadership strategy
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning Team Evaluations** due Friday (03/25/2016) by 11:59 p.m. CST

Week Six

1. Readings

- **Read**
 - i. Part VI - Chapters 15 - 18 text by Hatten

2. Complete

- **Weekly** Individual Reflections due Friday (04/01/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday (04/01/2016) by 11:59 p.m. CST
- **Discussion *In-class*** (Q&A; Debate)
- **Team Activity** – Name That Cycle Activity due Thursday (03/31/2016) by 7:59 a.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (04/01/2016) by 11:59 p.m. CST

4. Team Activity and Evaluations

- **Name That Cycle Activity due Thursday (03/31/2016) by 7:59 a.m. CST**
 - **Instructor** will provide the rules
 - **Definition** making the least contribution to the collective achievement of the group
 - **Rules** complete a project which depicts a weak link in a type of leadership strategy
 - **Create** a two (2) page PPT (Cover Page and Activity)
- Learning Team
 - **Learning** Team Evaluations due Friday (04/01/2016) by 11:59 p.m. CST

Week Seven

1. Lecture

- **The Business Plan** text by Hatten

2. Complete

- **Due Thursday (04/07/2016)** by 7:59 a.m. CST
 - i. Section I – Executive Summary
 - ii. Section II – Description of the Company and industry
 - iii. Section III – Description of the Product and/or Service
 - iv. **Corrections** to The Business Plan Part I due Saturday (04/09/2016) by 11:59 p.m. CST
- **Individual Weekly Reflections** due Friday (04/08/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (04/08/2016) by 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (04/07/2016) by 11:59 p.m. CST

4. Team Assignment – Team Project

Part I – The Business Plan Due Thursday (04/07/2016) by 7:59 a.m. CST

- Section I – Executive Summary
- Section II – Description of the Company and Industry
- Section III – Description of the Products and/or Services

Corrections to the Business Plan Part I due Saturday (04/09/2016) by 11:59 p.m. CST

Week Eight

1. Lecture

- **The Business Plan** text by Hatten

2. Complete

- **Due Thursday (04/14/2016)** by 7:59 a.m. CST
 - i. Section IV – Market Research and Evaluation
 - ii. Section V – Marketing Plan
 - iii. Section VI – Manufacturing and Operations Plan
 - iv. Section VII – The Management Team
 - v. **Corrections** to The Business Plan Part II due Saturday (04/16/2016) by 11:59 p.m. CST
- **Individual** Weekly Reflections due Friday (04/15/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday (04/15/2016) by 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (04/15/2016) by 11:59 p.m. CST

4. Team Assignment – Team Project

Part II – The Business Plan Due Thursday (04/14/2016) by 7:59 a.m. CST

- Section IV – Market Research and Evaluation
- Section V – Marketing Plan
- Section VI – Manufacturing and Operations Plan
- Section VII – The Management Team

Corrections to The Business Plan Part II due Saturday (04/16/2016) by 11:59 p.m. CST

Week Nine

1. Lecture

- **The Business Plan** text by Hatten

2. Complete

- **Due Thursday (04/21/2016)** by 7:59 a.m. CST
 - i. Section VIII – Timeline
 - ii. Section IX – Critical Risk and Assumptions
 - iii. Section X – Benefits to Community
 - iv. Section XI –Exit Strategy
 - v. **Corrections** to The Business Plan Part III due Saturday (04/23/2016) by 11:59 p.m. CST
- **Individual** Weekly Reflections due Friday (04/22/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday (04/22/2016) by 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (04/22/2016) by 11:59 p.m. CST

4. Team Assignment – Team Project

Part III – The Business Plan Due Thursday (04/21/2016) by 7:59 a.m. CST

- Section VIII – Timeline
- Section IX – Critical Risk and Assumptions
- Section X – Benefits to Community
- Section XI –Exit Strategy

Corrections to the Business Plan Part III due Saturday (04/23/2016) by 11:59 p.m. CST

Week Ten

1. Lecture

- **The Business Plan** text by Hatten

2. Complete

- **Due Thursday (04/28/2016)** by 7:59 a.m. CST
 - i. Section XII – Financial Plan
 - ii. Appendices
 - iii. **Corrections to The Business Plan** Part IV due Saturday (04/30/2016) by 11:59 p.m. CST
- **Individual Weekly Reflections** due Friday (04/29/2016) by 11:59 p.m. CST
- **Learning Team Evaluations** due Friday (04/29/2016) by 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (04/29/2016) by 11:59 p.m. CST

4. Team Assignment – Team Project

Part IV – The Business Plan Due Thursday (04/28/2016) by 7:59 a.m. CST

- Section XII – Financial Plan
- Appendices
- Review of The Business Plan Project requirements

Corrections to the Business Plan Part IV due Saturday (04/30/2016) by 11:59 p.m. CST

Week Eleven

1. Final Exam and Presentation

- The Shark Tank Project Presentation
 - *Tuesday 05/03/2016*
 - *Thursday 03/05/2016*

2. Complete

- **Individual** Weekly Reflections due Friday (05/06/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday (05/06/2016) by 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (05/06/2016) by 11:59 p.m. CST

4. Team Assignment – *Team Project Due*

- **Final Exam**
 - Teams will present The Business Plan Project to a panel of individuals experts within their field of study with over 10 years of experience as an entrepreneur
 - The Shark Tank will provide feedback regarding The Business Plan Project and if the Shark Tank is interested in hiring your team to build a Business Plan for their organization

Week Twelve

1. Final Exam and Presentation

- The Shark Tank Project Presentation
 - ***Tuesday 05/10/2016***
 - ***Thursday 03/12/2016***

2. Complete

- **Individual** Weekly Reflections due Friday (05/13/2016) by 11:59 p.m. CST
- **Learning** Team Evaluations due Friday by (05/13/2016) 11:59 p.m. CST

3. Individual Assignment: Weekly Reflection

Each week in this course, you will engage your thoughts and abilities as a leader to advance your knowledge and personal academic agenda. These weekly reflections help you position yourself as a reflexive thinking leader. Consider saving these weekly statements, which serve as a critical reflection upon your growth as a leader throughout the program.

- **Individual Weekly Reflections** due Friday (05/13/2016) by 11:59 p.m. CST

4. Team Assignment – *Team Project Due*****

- **Final Exam**
 - Teams will present The Business Plan Project to a panel of individuals experts within their field of study with over 10 years of experience as an entrepreneur
 - The Shark Tank will provide feedback regarding The Business Plan Project and if the Shark Tank is interested in hiring your team to build a Business Plan for their organization

Student Assignments

Assignments have been developed that will enhance student learning. Students will be given assignments on key information that will aid in student success obtaining their goals.

Late Assignments

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. CST on the day they are due. Assignments more than 2 days late will not be accepted. Technological issues are not considered valid grounds for late assignment submission. In the event of a Houston Community College server outage, students should submit assignments to the instructor and when systems are restored, submit those assignments according to syllabus instructions. Unless an Incomplete grade has been granted, learner assignments submitted after the last day of class will not be accepted.

Learning Teams

Houston Community College students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area. Because Learning Team projects are outcome-based, all members of your Learning Team will generally earn the same grade for Learning Team projects. However, I reserve the right to report different grades for different Learning Team members if I see a substantial imbalance in individual contribution. Learning Teams should provide a brief summary of any communication held outside the forum. Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the EO2 (Eagle Online 2) environment in another way, please post a log, transcript, or summary in the **Learning Team** forum I have established. Further, do not use any of these supplementary communication tools unless everyone on your Learning Team agrees to the method and to the schedule. If you have any questions, please contact me.

Several of the assignments in this class will be completed in Learning Teams of three to five students. The instructor will assign teams by the end of Week 1. If you have any requests for teammates, please let me know by Thursday of the first week via your Individual Forum. Learning Team Charters and Peer Evaluation forms are required. These forms will be provided for on EO2.

It is expected that you will actively participate with your learning team. Participation and contributions is expected for team discussions by:

- a. Contributing original work that is accepted and used by the team with proof of originality;
- b. Participating in the project from assignment organizing through meaningful final review of the team project for submission; and
- c. Ensuring to your team that your contributions are your original work and properly quoted, cited, and referenced.

Instructions for Submission of Assignments

1. All assignments must be submitted under the proper assignment in the course for credit unless specified otherwise. Only the assigned assignment will be graded under the proper assignment when specified. E-mailed assignments will not be accepted.
2. Assignments are available in advance. Therefore, **late assignments will not be accepted.**
3. All class communication will be done through the class email system. Messages will be answered within 24 - 36 hours. Message sent to the directly to the professor's HCC email will not receive a response unless the course server is undergoing maintenance.

4. In the event that the server is down or maintenance is being performed, your assignment will not be considered late. Allowances will be made for you to submit your assignment late.
5. Forums (Discussions) must be responded to by deadline date for credit. Be sure to read the instructions regarding the grading of discussion items. The discussion forums will not be accepted for grading after the cutoff date. Do not attach files to the Forums postings.
6. Utilize the **Student Helpdesk** for questions you may have about the use of Eagle Online.
7. Discussion Question forums (DQs) must be responded to by deadline date for credit. Be sure to read the instructions regarding the grading of Forums (discussion items). The forums will not be graded if posted after the cutoff date. Do not attach files to the Forums
8. When your technology fails, **HCC libraries and campuses have computers for student use. Contact the library or campus computer center for times available.**

Make-Up Test and Assignment Policy

THERE ARE NO MAKE-UP HOMEWORK AND/OR TEST!

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments **will not** be accepted. There are no make-up quizzes or assignments

Note to the Student

If you have any questions or concerns about the course and/or course assignments, please contact me via Class e-mail so that we can resolve any issues. I will respond to your email within a 24-36 hour period. **If you are experiencing difficulties with the course material and unable to email me, leave a detailed message at my office – 713.718.7413. I will respond to telephone calls within a 48-hour period.** Please telephone during the hours (10:00 a.m. to 2 p.m.), Monday through Friday. If your concerns are not resolved, you are encouraged to contact Willie Caldwell, Department Chair: willie.caldwell@hccs.edu or 713-718-8797.

Periodically, the server will be down for service. In the event that this occurs, do not panic; inform me so that I am also aware that the course is not accessible due to the server being inaccessible. In the event that this occurs, your assignment will not be considered late.

Instructor Requirements

As the Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar with a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

Program/Discipline Requirements

Business Management is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Distance Education students in Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and employers have enhanced activities to help students develop the attitudes and interpersonal skills that are in demand.

Degree Plan

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department at 713-718-6490 for information about filing a degree plan.

Notice for Students Outside Of HCC Service Area: Proctoring

Students who live or work outside the HCC service area and cannot take paper exams at one of our HCC testing locations MUST make arrangements for a proctor. For more information and to complete the required Proctor Approval Form; please visit de.hccs.edu.

Virtual Classroom Conduct

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

Grading Formula – HCCS Grading System and Student Evaluations

Grading System

Student instructor will conduct quizzes, exams, and assessments that students can use to determine how successful students are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If students find students are not mastering the material and skills, students are encouraged to reflect on how students study and prepare for each class. Student instructor welcomes a dialogue on what students discover and may be able to assist students in finding resources on campus that will improve student performance.

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	100-90
B-Good	89-80
C-Fair	79-70
D-Passing	69-60
F-Failure	59 and below

Student Evaluation

The Houston Community College departmental grading system will be used to evaluate students' performances in this course:

Discussion Questions	39%
Weekly Summaries	24%
Debates/Q&A	50%
Team Activities	60%
Quizzes	45%
Final Exam	50%
Attendance & Participation	32%
TOTAL	300%

Course Materials

Robbins, S. P., DeCenzo, D. A. & Wolter, R. (2013). *Supervision Today!* (8th ed.). Boston, MA: Pearson.

All electronic materials are available on your student website.

Student Information

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

HCC Course Withdrawal Policy (updated 7/26/2010)

If students feel that students cannot complete this course, students will need to withdraw from the course prior to the final date of withdrawal. Before, students withdraw from student course; please take the time to meet with the instructor to discuss why students feel it is necessary to do so. The instructor may be able to provide students with suggestions that would enable students to complete the course. Student success is very important. Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, childcare, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines. If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center: <https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

HCC Distance Education Policy and Procedures

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf>

In order to withdraw from student DE class, students MUST contact a DE counselor or student DE professor and this must be done PRIOR to the withdrawal deadline to receive a “W” on student transcript. If students do not withdraw before the deadline, students will receive the grade that students have earned by the end of the semester. Zeros averaged in for required assignments/tests not submitted will lower student semester average significantly, most likely resulting in a failing grade (“F”). Please do **not** contact both a DE counselor and student DE professor to request a withdrawal; either one is sufficient.

Class Attendance

Class Attendance - It is important that students come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases student ability to succeed. Students are expected to attend all lecture and labs regularly. Students are responsible for materials covered during student absences. Class attendance is checked daily. Although it is student responsibility to drop a course for nonattendance, the instructor has the authority to drop students for excessive absences.

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their class or they will be withdrawn. Logging into the class is not considered active participation. DE students are required to actively participate in the online course or be withdrawn. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance or lack of participation, the instructor also has the authority to block a student from accessing the course, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

Student Services

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

Early Alert

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

International Students

Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

Students with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. **Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.**

HCC Policy Statement-ADA

The Office of Students with Disabilities at HCC reminds students that they are required to request assistance from the ADA.

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. To visit the ADA Web site, log on to www.hccs.edu, click Future students, scroll down the page and click on the words Disability Information.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college.

District ADA Coordinator - Donna Price - 713.718.5165
Central ADA Counselors -Jaime Torres - 713.718.6164
Martha Scribner - 713.718.6164
Northeast ADA Counselor- Kim Ingram - 713.718.8420
Northwest ADA Counselor - Mahnaz Kolaini - 713.718.5422
Southeast ADA Counselor - Jette Lott - 713.718.7218
Southwest ADA Counselor - Dr. Becky Hauri - 713.718.7910
Coleman ADA Counselor - Dr. Raj Gupta - 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org, sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

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Online Tutoring

HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

Social Networking

DE students are encouraged to become a fan of [DE on Facebook](http://www.facebook.com/HCCDistanceEd) <http://www.facebook.com/HCCDistanceEd> and to follow [DE on Twitter](http://twitter.com/HCCDistanceEd): <http://twitter.com/HCCDistanceEd>

These social networking sites help DE foster student engagement and provide a sense of community for the online learner. Students will also stay informed about important information and announcements.

Library Resources

As a DE student, you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to get their research rolling. Visit [Library Resources](#) specifically for Distance Education students.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. Students are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means: If students are charged with an offense, pleading ignorance of the rules will not help students. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. College System officials against a student accused of scholastic dishonesty may initiate penalties and/or disciplinary proceedings. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper
- Using materials not authorized by the person giving the test
- Collaborating with another student during a test without authorization
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered
- Bribing another person to obtain a test that is to be administered

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 (zero) or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Classroom Behavior

As student instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Students, instructors take class behavior very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If students are considering course withdrawal because students are not earning passing grades, confer with student instructor/counselor as early as possible about student study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Use of Camera and/or Recording Devices

As an active student learning in this course, it is the student's responsibility to be respectful of the learning atmosphere in the classroom. To show respect of student fellow students and instructor, students will turn off student phone and other electronic devices, and will not use these devices in the classroom unless students receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.