APPLICATION FOR PERMANENT COURSE APPROVAL:
BUSAD 112 (SMALL BUSINESS MANAGEMENT)
SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION
September 29, 2015

(NB: BusAd 112 was part of the proposal accepted by the UEPC in May 2011 to reform the Business Administration major.)

1. School: School of Economics and Business Administration
   Department: Management
   Course Number: BusAd 112
   Course Title: Small Business Management
   Course Level: Upper Division - this course has college-level pre-requisites (see below), and requires maturity, professionalism, the ability to create pro-forma financial statements, operating budgets, make operational decisions and develop strategic action plans.

2. Justification for the Course: More than 50% of Americans are employed in Small Businesses. An increasing number of our students are interested in starting their own business. The recognition that a course in Small Business was important for our program prompted the development and eventually the establishment of the course into the Business Administration program.

3. Student Population: BusAd 112 is required for the concentration in Entrepreneurship

4. Relationship to Present College Curriculum: Students completing this program receive the degree Bachelor of Science in Business Administration Entrepreneurship Concentration.

5. Any extraordinary implementation costs: None. No special equipment is required for this course.


7. Course Credit and Grading Options: Students who complete the course will receive one (1) SMC course credit. Students and professor meet in class for three hours and fifteen minutes weekly throughout an academic semester. A minimum of two hours of student work will be expected for every hour of in-class instruction. Grading: Letter Grade.
8. **Prerequisites:**
   - Lower-division common business core courses:
     - BUSAD 10 Global Perspectives in Business and Society
     - BUSAD 40 Statistics
     - ACCTG 1 Financial Accounting
     - ACCTG 2 Managerial Accounting
     - ECON 3 Micro-Economic Theory
     - ECON 4 Macro-Economic Theory
   - The core curriculum math requirement

9. **Course Description for College Catalog:** An examination of small business practices and strategies in both private and public companies. Topics include employee motivation, green marketing, franchising, e-commerce, and technology. Other issues incorporated into the course are managing diversity in the workplace, team development, managing change in the face of global competition, relevant financial statements, and legal matters relating to small business (e.g., contracts and business forms). Continuous improvement methods to meet the changing demands of customers as well as information technology to increase efficiencies are also addressed. **Prerequisites:** lower division common business core courses and the core curriculum math requirement. **This course is not available to freshmen. This course is offered in both fall and spring semesters.**

10. **Course Content:** See attached syllabus.

11. **Review of Experimental Offering:** Professor Bedford taught this course in Spring 2014 and Spring 2015 to a class of 30 students. The class requires students to incorporate knowledge of the functional areas of marketing, finance, operations, and HR. It also incorporates the ethics associated with conducting a small business and its importance to attract loyal customers. The students are challenged with their ability to seek an opportunity for a product or service and devise a Business Plan to profitably pursue the opportunity. The Business Plan has to be professional and suitable for presentation to an investor. Students in the recent class commented the class definitely was beneficial and that they learned how to launch, manage, and continuously improve upon the strategies a small business must undertake to be successful. They appreciated not only how to structure a Business Plan but how to present it verbally to an investor. They also appreciated the class was presented in “real time” i.e. it recognized how the day to day domestic and global (economic, political, legal etc.) environment impacts the strategic decisions businesses must consider on a daily basis.

The course description as originally proposed was: “An examination of small business practices and strategies in both private and public companies. Topics include employee motivation, green marketing, franchising, e-commerce, and technology. Other issues incorporated into the course are managing diversity in the work place, team development, managing change in the face of global
competition, relevant financial statements, and legal matters relating to small business (e.g., contracts and business forms). Continuous improvement methods to meet the changing demands of customers as well as information technology to increase efficiencies are also addressed.”

The course description has not been revised because we got it right the first time.

The course learning outcomes as first proposed were:
1) Ability to create pro-forma financial statements and operating budgets.
2) Ability to organize, manage, and motivate teams in a diverse work environment.
3) Understand basic legal matters (e.g., constitutes a contract and a tort and ability to identify basic forms of business and to choose them appropriately.
4) Ability to construct and implement business and marketing plans and manage change.

The revised course learning outcomes are:
1) Ability to create pro-forma financial statements and operating budgets.
2) Ability to organize, manage, and motivate teams in a diverse work environment.
3) Understand basic legal matters (e.g., constitutes a contract and a tort and ability to identify basic forms of business and to choose them appropriately.
4) Ability to construct and implement business and marketing plans and manage change.

The learning goals as originally proposed have proven to be appropriate with no need for revision.

We hope that this helps to explain what we have learned and how the course has evolved through the “experimental offering” period.
# BUSINESS ADMINISTRATION 112-01

Dr. Norm Bedford  
nbbedford@stmarys-ca.edu  
Office: Galileo 307  
Office Hours: TTh:12:00-1:00PM  

## SCHEDULE
(Subject to change by the instructor)

### CHAPTER  
To be read before class

| Feb. 11 | Orientation and Team Selection  
| 13 | Discussion of Team projects and Business Plan  
| 18 | Class discussion of Chapters 1&2  
| 20 | Identification of Business Plan and Team Projects  
| 25 | Class discussion of chapter, Submit Business Plan Outline  
| 27 | Team time to work on Business Plan and Presentations  
| **Mar. 4** | **EXAM**: Chapters 1, 2 & 4  
| 6 | Class discussion of chapter  
| 11 | Project Presentation: Team___________________, Team___________________  
| 13 | Class discussion of chapter, First Draft of Business Plan  
| 18 | Project Presentation: Team___________________, Team___________________  
| 20 | Class discussion of chapter  
| 25 | **EXAM**: Chapters 5, 6 & 7  
| 27 | Class discussion of chapter  
| **Apr. 1** | **EXAM**: Chapters 10, 11 & 12  
| 3 | Class discussion of chapter  
| 8 | Project Presentation: Team___________________, Team___________________  
| 10 | Class discussion of chapter  
| 22 | **EXAM**: Chapters 10, 11 & 12  
| 24 | Class discussion of chapter, Second Draft of Business Plan  
| 29 | Project Presentation: Team___________________, Team___________________  
| **May 1** | **EXAM**: Chapters 17, 18 & 19  
| 6 | Class discussion of chapter  
| 8 | Project Presentation: Team___________________, Team___________________  
| 13 | Class discussion of chapter  
| 15 | Business Plan: Team time to work on Business Plan  

**FINAL**: May 20, 1:00-3:00pm. Submission of the Business Plan at the beginning of the period.  
An informal presentation of the Business Plan during the period. Each team member will have the opportunity to verbally share with the class what she/he contributed to the Business Plan. No power point, no notes. ATTENDANCE IS MANDATORY AT THIS TIME ON THIS DAY.  

**NOTES**:  
- You are allowed to miss a maximum of two classes.
• You must inform me by **February 13th** if there is a special reason that will cause you to miss an exam.
• Exams are based on text, lectures and class discussion.
• There are **no make-up exams and no extra credits**.
• Your participation grade is based upon your active & verbal participation in class.
• Team Case Presentations: Determine what material the team would like to inform the class about and which days to present. **Time duration: 25 minutes. Each team member to have equal time and speak 6 minutes maximum.**
• Outside requirements are reading the Wall Street Journal and Business Week.
• You are expected to attend two Business Club speaker events.

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Four Exams – each worth 10 points</td>
<td>40%</td>
</tr>
<tr>
<td>Participation/motivation/adds value to class</td>
<td>10%</td>
</tr>
<tr>
<td>Project Presentations (team) 2 @ 10%</td>
<td>20%</td>
</tr>
<tr>
<td>Business Plan (team)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
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</table>

**TEXT:** Entrepreneurship & Small Business Management, Authors: Mariotti and Glackin Pearson/Prentice Hall
ISBN: 0133148750 for the textbook plus MyBizSkillsKit and Business Plan Pro
or
ISBN: 0135066441 for the Coursesmart digital textbook which is a six month
digital rental obtained on coursesmart.com or from the bookstore
I recommend that you also obtain MyBizSkillsKit and Business Plan Pro which
is purchased separately at mybizskillskit.com

**Learning Outcomes:** At the completion of this course students will be able to:
1. Construct and implement business and marketing plans as well as manage change.
2. Organize, manage and motivate teams in a diverse work environment.
3. Comfortably negotiate contracts etc. with an understanding of basic legal matters and business formalities.
4. Create pro-forma financial statement and operating budgets.

**Student Disability Services:** Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation, policies, guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website:
http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html

**Technology Policy:** To avoid distracting your colleagues and myself you may not use personal electronic devices during class: Exceptions: (1) you have a document from Academic Support Services recommending the use of technology to accommodate learning needs and (2) technology may be used for the etext assigned to the class **only** when I am referring to the material in the text.

Business Administration 112
Team projects are oral presentations by each team pertaining to material selected either by the professor or the team. A team will be allotted 20 minutes for the presentation and each member of the team will have equal floor time. Multimedia equipment (power point) should be used to better communicate information. The power point should only list the major points of your team’s presentation and not be cluttered with excessive verbiage. **Face and talk to your audience. Use the power point for prompts.** Familiarize yourselves with the media equipment in the classroom prior to the presentation. **This is important in order to not waste class time.** If your team decides to use a laptop make sure it is compatible with the media equipment. It is a good idea to email the presentation to yourselves as a back-up. **Practice in front of friends or relatives before your team presents in class. It is important to do this. The presentation should be seamless and the power point one format throughout.** The intent of the presentation is to educate the audience and answer any questions they may have.

Examples of selected material:

1) The entrepreneurial Spirit.
2) Selecting and approaching an investor.
3) Building a successful business.
4) Identifying and developing a global market.

Considerations:

- In order to help educate the audience, background information may be necessary regarding the subject matter.
- Often current news articles help people to understand.
- During the question period one team member should field the questions and assign a question to an appropriate team member.

At the completion of a presentation, each member of the audience will evaluate the team by commenting upon and grading the presentation. Comments are extremely important. The team will then have an opportunity to review the comments, and their grades, on the next scheduled class day in the professor’s office.

**Note:** Each team will deliver two Project Presentations. The presentations will be on different subjects. Select two days for your team presentations, from the SCHEDULE, that are appropriately spaced apart.

Dr. Norm Bedford

**BUSINESS PLAN**
Small Business Management 112

The purpose of this Plan is to launch you and your team into the world of business and challenge your team’s ability to seek an opportunity for a product or service and devise a Business Plan to profitably pursue the opportunity in a selected market. You are knowledgeable about the fact that **Creativity and Innovation** lead to success today in the global business landscape. You should consider that you and your team are college friends and have been “chatting it up” about starting a business. You wish to start
the business this summer and realize that you must have a Business Plan prepared early May in order to present it to potential investors. You also realize that if you do not have the Plan prepared by this time your dreams may evaporate as each of you goes your own way once school is finished. You have approached Professor Bedford to be your mentor and asked that the Business Plan contribute toward your grade in the Small Business management class. He has agreed and requests the Plan be delivered to him at 1:00pm, May 20th and it be submitted in a highly professional format, suitably bound, so he can immediately review it. He requires it to be self explanatory, convincing, and adequately referenced so that no questions are raised as to its accuracy. Grammar, spelling, and a writing style that is consistent throughout the Business Plan are all extremely important. A lack of attention to these items will result in a maximum grade of C.

At a minimum, you need to include all the components in the Business Plan that are listed in Chapter 4, Exhibit 4-1.

It is up to you and your team to research the best way to organize and present your Business Plan. It must contain 15 but not more than 20 pages of original material double spaced and, in addition, a title page, table of contents, executive summary, foot or end notes, and a bibliography. Appendices and exhibits are additional to the original material. You need to sell the abilities of yourself and your team members with the merits of your plan.

NOTE: A one page outline (approximately 200 words) of what you intend to do for your Business Plan is to be submitted to the professor by February 25th. One outline is required per team.
Review of Library Resources and Information Literacy

Update on Business Concentrations and new courses


The following report summarizes basic collection statistics for the business collection, including books, serials, and online databases. Pay specific attention to the report created in 2011 for the initial review of SEBA’s new concentrations, updates on how the collection has changed since are highlighted. An overview of gaps and areas on continued difficulty are included in the conclusion.

Materials Allocation

No additional funds were allocated to the Library budget specifically to support these new courses and program emphases, so changes in acquisition priorities and new resources to support the changes were all absorbed into the general allocation run every year. The allocation formula distributes the general budget dollars among about 30 subjects currently taught at SMC. This formula does recognize the high number of students enrolled as business majors, and that those students are moderate users of library materials and services (as captured in our many statistics), which results in currently the second highest single subject allocation for new books and media.

The past completed budget year (2013-2014) saw the most spent on business-focused resources yet.

<table>
<thead>
<tr>
<th>Books / Media</th>
<th>Standing Orders</th>
<th>Periodicals</th>
<th>Electronic Resources</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>$27,630.38</td>
<td>$38,945.99</td>
<td>$18,556.35</td>
<td>$97,120.57</td>
<td>$182,253.29</td>
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Note: Books/Media includes the purchase of and subscriptions to business related e-book and streaming video collections and not simply individual titles. This important distinction will be discussed further below.

Collection Statistics

The following are materials included in Albert—the Library’s online catalog—that are recorded as having Business related subjects.
Books and Media

The totals above reflect the materials in the overall collection. New materials chosen for purchase are recommended / requested by the faculty or selected by the librarian from a variety of academic review sources. In the 2013-2014 fiscal year alone, we added 274 print books and 12,022 e-books to the business collection.

Electronic books are a key addition. Our subscription to the e-brary Academic collection greatly increased the number of overall titles related to business. Additionally, the new subscription to EBSCO’s eBook Business Collection and the purchase of the 2013 collection of Business Expert Press e-books—both paid out of the Business-specific funds discussed above—increased our electronic offerings by 8,000 and 59 unique business titles respectively.

With limited budget and extremely limited space, selection, purchase, and storage of that many new titles would be impossible in print. The electronic book packages were able to more than double our access to monographic titles in a single year.

Previously, video material was purchased title by title by request of faculty. The addition of our subscriptions to Alexander Street Press, Films on Demand, and Kanopy streaming video resources has increased our access to related video material significantly. These videos can be viewed anywhere at any time. Faculty can show the videos live in class to support instruction or have students view them via their course websites. Previously we had held 258 DVD and VHS titles related to business; the addition of 969 streaming titles last year has increased our access to video material by almost 800%.

These e-book collections, as well as a particular focus on strengthening the areas of these new concentrations, and adding streaming video collections have vastly increased the numbers in the subject areas examined in the previous report.

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<tbody>
<tr>
<td>Entrepreneurship</td>
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<td>909</td>
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<td>248</td>
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<tr>
<td>Venture finance</td>
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<tr>
<td>International finance</td>
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<td>1245</td>
<td>5</td>
<td>78</td>
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<tr>
<td>Global marketing</td>
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<td>220</td>
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<tr>
<td>Small/family business</td>
<td>378</td>
<td>1063</td>
<td>8</td>
<td>271</td>
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<tr>
<td>Quantitative methods</td>
<td>90</td>
<td>218</td>
<td>4</td>
<td>9</td>
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<tr>
<td>Digital business</td>
<td>52</td>
<td>371</td>
<td>1</td>
<td>56*</td>
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<tr>
<td>Consumer behavior</td>
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<tr>
<td>Globalization and</td>
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<td>883</td>
<td>9</td>
<td>182</td>
</tr>
<tr>
<td>(economics or business)</td>
<td></td>
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*a keyword search for “digital business” returned many false hits, so a subject heading search (Electronic Commerce) was substituted

Though, cautioning that many of these electronic packages (i.e, ebrary, EBSCO e-books, Films on Demand) are subscription services is important. We “lease” the content, and should the Library lose funding for these sources, the material will no longer be accessible.

**Periodicals**

Currently, we subscribe individually to 93 business-related periodical titles. The titles listed in Albert reflect only those titles and not the 11,449 additional business-related that are incidentally included in our subscriptions to licensed electronic databases.

Many of the most popular professional titles, such as *Wall Street Journal* and *Harvard Business Review*, are available electronically, increasing 24/7 accessibility.

**Electronic Resources**

Prior to the new business concentrations being added, the Library had already begun to use strategic initiative funding to build up the electronic resource offerings, and business has been a large beneficiary. In just the last four years, we have added the following highly requested resources useful to business:

- IBISWorld *
- Morningstar Direct
- Mergent Intellect
- Mergent First Research
- Business Source Complete *
- Conference Board Business and Economics Portfolio *
- EBSCO Business e-books
- Business Expert Press (2014 titles only)
- Cabell’s (Business & Economics section only) *

(Those marked by an asterisk are those specifically included as recommended in the previous review)
Software

An area of growth in electronic resources is datasets bundled with analysis software. Such products pose a challenge for the Library. We are limited with our physical and technological capacity to add workstation-based software and strongly prefer to add resources that can be IP authenticated and accessed “from the cloud.” However, we have one example of such a resource: the recently added Morningstar Direct, requested for support of the MS-FAIM program and other financial management courses, both undergraduate and graduate.

Loaded data and software products, such as Morningstar Direct are an area the Library will continue working with SMC Information Technology Services and the academic departments on to find workable solutions.

To this point, the Library has not purchased and administered standalone software. ITS and/or departments fund the cost and ITS maintains the hardware and software updates needed for specialized software (i.e., SPSS). Software for analysis (i.e., SAS Enterprise Miner, Business Performance Experience) is undoubtedly a resource that will continue to be an area of interest in the modern business curriculum, and clarifying the Library’s inability to administer those resources as a general rule is important.

Library Web Pages

With the majority of business-related data and information moving to the digital world, the Library’s website has become the “front door” to the Library for these resources. The previous review for these courses included a recommendation from the former Business Librarian that the “Subject Guides” for Business be updated and re-organized to better highlight the resources. In the past two years, the page has up “remodeled,” and the changes have been met with great appreciation.

Currently, the Business Administration Subject Guide ranks third among the Library’s most visited subject guides. The webpage will continue to be updated and altered to make research as intuitive as possible.
Information Literacy Instruction and Reference

AACSB Accreditation Standard 15\(^1\) states that the learning experiences of the college business curriculum should include such areas as communication abilities, ethical understanding and reasoning abilities, analytic skills, use of information technology, and reflective thinking skills.

Business Administration is an information and data driven field. Searching for, retrieving, evaluating, and using information sources is a vital learning outcome, and one the Business Librarian is ready, willing, and able to assist with. In addition to the traditional guest lecture, the Business Librarian is available to be involved further in the development of assignments and projects to best incorporate information literacy, and in creating alternative means of instruction, such as online tutorials or learning modules.

A visit to a departmental meeting in the Spring of 2015 was helpful to present the faculty with information on the students’ previous research experiences and the gaps in the transitioning the students’ experience from the general resources they are used to to the business-specific resources they need for successful completion of assignments and they are expected to know and use in the post-graduation workforce.

A curriculum map was created to show logical points of information evaluation and research skills training, and suggestions were made regarding four specific courses in the business-core that in-person librarian visits or online instruction modules should be integrated. One of those courses is the new BUSAD 010, the business major’s first introduction to business-specific research and information.

I look forward to continuing to work with the faculty to implement a more formal “instruction schedule” that will benefit the students’ research skills in their classes and into their professional careers.

Conclusion and Recommendations

Library Resources

To this point, library resources are meeting the needs of graduate student research, and we are thrilled to offer access to so much professional and academic periodical literature. We’re additionally thrilled that so much monographic and video content is able to be purchased electronically and economically, increasing our collection size vastly beyond what our walls can hold and individual title purchase power can afford. But moving into the future, acquiring new continuing resources will remain a challenge.

Despite the College’s commitment increasing the Library's materials budget over the last 10 years in accordance to a WASC recommendation, the library budget is still limited and cannot meet all of the demands. This is particularly clear in business, where the resources requested are often very expensive electronic databases.

Based on use statistics and overall enrollment, Business Administration is allocated the second largest amount for monographs and annual purchases (behind only Education, which houses research intensive graduate programs and a doctoral program). Over half of that allocation (60%) is already committed annually to continuing resources to support the needs of the program. New ongoing subscriptions must come from this budget line and permanently reduces the amount of available funds for new books, reference books, and media. Inflation of these large ongoing subscriptions is unpredictable and can

\(^1\) [http://www.aacsb.edu/accreditation/business/standards/aol/standard15.asp](http://www.aacsb.edu/accreditation/business/standards/aol/standard15.asp)
cause further reduction in available funds. There is a tipping point nearly reached, after which almost no new books, reference books, and media can be selected.

As programs grow or focus changes and new resources are requested by faculty, we cannot continue to absorb costs of these expensive resources without additional funding. Two lesser used resources (PROMT, Mergent BondViewer, and ValueLine) were canceled to free funds to offset some of the cost of new resources, but such cuts will be harder in the future. We are past the point of “cutting fat”; the next cuts will be of valuable and useful resources.

Yet, new resources continue to be requested and needed. For instance, faculty in finance are very anxious to have student experience and use CompuStat, a standard financial information and analysis tool. This resource, available through Bloomberg, has been quoted to us for $35,000 annually. Additionally, MSCI’s ESG Manager, the only available resource for researching environmental, social, and governance issues in companies and industries, is highly desirable for the increasing social justice focus of the SMC business curriculum. This, also, is an expensive resource, costing about $15,000 annually.

Information Literacy
Another area of improvement is to better coordinate a scaffolded approach to information literacy instruction in the discipline, and to better delineate ways of teaching the research and information evaluation skills demanded by both AACSB and the College’s Institutional Learning Outcomes. As mentioned in this report, initial work has been completed in identifying logical and practical places within the core curriculum, but follow through and implementation is vital.

Respectfully submitted,

Sarah Vital
Assistant Librarian

June 18, 2015
To: Kathy Porter, UPC Chair

From: Kim Clark, Director, Business Administration Program

Subject: Applications for Permanent Course Approvals

Date: September 20, 2015

Submitted electronically to the Undergraduate Policy Committee today were nine Applications for Permanent Course Approval forms for the following courses: BusAd 10, 111, 112, 113, 127, 128, 129, 135, and 137. Also included was our library review by SEBA librarian, Sarah Vital.

These applications were collaboratively written by faculty who teach in the various disciplines, and were thoroughly vetted by the Business Administration faculty.

Should you need any additional information, please don’t hesitate to ask.

Thank you to the UPC for this important work. We look forward to hearing from you.
To: Kathy Porter, Chair, UEPC

From: Zhan Li, Dean, SEBA

Subject: Applications for Permanent Course Approval, BusAd Program

Date: September 20, 2015


Following UPC protocol, these applications were collaboratively written by faculty in each of the disciplines represented, and were thoroughly vetted in department meetings, and in a school-wide meeting of SEBA’s Undergraduate Policy Committee.

I’d like to thank you and your committee members for this important work. We look forward to hearing from you.