BADM-530: SMALL BUSINESS ENTREPRENEURSHIP

Effective Term
Fall 2025

BOT Approval Date
11/14/2024

Discipline
BADM - Business Administration
Course Number
530

Course Title
Small Business Entrepreneurship

Short Title
Small Bus.- Entrepreneurship

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
3.00

Total Units
3.00

Hours

Lecture Contact Hours
48-54
Out of Class Hours Lecture
96-108

Total Contact Hours
48 - 54

Total Out of Class Hours
96 - 108

Total Student Learning Hours
144 - 162

Distance Education
Yes

Distance Education

Distance Education Type
Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:
a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?
Yes

Link to VPAT
https://p.widencdn.net/1wduzu/mindtap-voluntary-product-accessibility-template-M180000314452

Attach VPAT
cengage-mindtap-voluntary-product-accessibility-template-M180000314452.pdf

Regular Substantive Interaction
Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description
This course introduces the challenges for the small business entrepreneur, including the formation, management, and success of a small business. Topics include financing, personnel, marketing, record keeping, some applicable laws, available governmental assistance, and techniques for starting and staying in business. Upon completion, students should be able to develop a small business plan.

Requisites

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)
BADM-103 (with a grade of C or better).

Codes

TOP Code (CB 03)
0506.40* - *Small Business and Entrepreneurship

CIP Code
52.0703 - Small Business Administration/Management.

Repeatability Code
No

Grading Option
Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Differentiate and examine the characteristics and opportunities of an entrepreneurship venture and a small business.
2. Examine how forms of business ownership, government regulations, international business, and business ethics affect small business entrepreneurial ventures.
3. Identify a market opportunity that justifies the small business startup or expansion.
4. Develop a business plan and appraise the various components, including marketing, organizational, location, and financial.
5. Consider customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
6. Evaluate small business, professional, human resource, and operations management for an entrepreneurial venture.
7. Develop competencies needed by an entrepreneur to manage a small business and evaluate the global opportunities.
8. Analyze the impact of diversity, equity, inclusion, and accessibility (DEIA) on small business entrepreneurial ventures.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate the ability to differentiate the characteristics of an entrepreneurship venture and a small business.
2. Students will demonstrate the ability to develop a business plan for a small business.
3. Students will consider the impact of diversity, equity, inclusion, and accessibility (DEIA) on small business entrepreneurial ventures.

Program Learning Outcomes

Learning Outcome
1. Analyze data to determine relevant information needed to produce reports, visual presentation and other business documents.
2. Communicate effectively through appropriate modes of communication (listening, speaking, reading writing) as they pertain to the business environment with emphasis on the use of computer technology.
3. Identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. Entrepreneurship: A World of Opportunity
    a. What is entrepreneurship?
    b. What is a small business?
    c. Small business in the economy

   d. Can a small company really compete with big companies?
   e. Innovation
   f. Niche markets
   g. Motivations for owning a business
   h. Types of entrepreneurial motivations
   i. Influences of the decision to own a business
   j. Support and resources for small business owners
2. Integrity, Ethics and Social Entrepreneurship
   a. Integrity and the interests of major stakeholders
   b. The "Big Three" stakeholders - owners, customers, and employees
   c. Social responsibility and the small business
   d. Integrity and governmental regulations
   e. The challenges and benefits of acting with integrity
   f. Building a business with integrity
   g. An ethical organizational culture
   h. The ethical decision-making process
   i. Social entrepreneurship and the Triple Bottom Line
3. Small Business Market Opportunities and Planning
   a. Starting from scratch or joining an existing business
   b. Starting a small business
   c. Developing start-up ideas
   d. Using innovative thinking to identify business ideas
   e. Using internal and external analysis to assess new business ideas
   f. Selecting strategies that capture opportunities
   g. Is your start-up idea feasible?
   h. Franchises and independent contracting
      i. What is a franchise?
      ii. The pros and cons of franchising
      iii. Legal issues in franchising
      iv. Evaluating franchise opportunities
      v. What is independent contracting?
      vi. Independent contracting versus employment
   i. The future of the Gig and Sharing Economies
   j. The family business and buyouts
      i. What is a family business?
      ii. Advantages and disadvantages of a family business
      iii. Good governance in the family business
   k. Management and ownership succession
   l. Buying an existing business
      i. Reasons and finding an existing business
      ii. Investigating and evaluating available business
      iii. Quantitative versus nonquantitative factors in valuing a business
4. Developing the Business Plan
   a. Visualizing your dream: business model and plan
   b. What is a business model?
   c. Think lean start-up
   d. What is a business plan?
   e. Preparing a business plan: content, format and quality
   f. Writing a business plan
   g. Analyze the market thoroughly
   h. Recognize your competition
   i. Think like an investor
   j. Identify potential fatal flaws
   k. Pitching to investors
5. Marketing Plan

a. What is small business marketing?
b. Choosing a consumer approach
c. The formal marketing plan
    i. Goals
    ii. Value propositions
    iii. Competition
    iv. Customer segments
d. Marketing strategy and metrics
e. Understanding potential target markets, segmentation and variables
f. Finding customers
g. Matching value propositions to customer segments
h. Continuously improving the marketing plan through feedback
i. Estimating market potential
j. Sales forecast

6. Organizational Plan: Teams and Legal
    a. Building a management team
    b. Common legal forms of organization
    c. Considerations in choosing an organizational form
    d. Specialized legal forms of organization
    e. Limited partnership
    f. S corporation
    g. Limited liability company
    h. Professional corporation
    i. Nonprofit corporation
    j. Benefit corporation
    k. Forming strategic alliances
    l. Board of directors versus advisory board
7. Location Plan
    a. Importance of location decision
    b. Key factors in selecting good location
    c. Business image
    d. Home-based businesses
    e. E-commerce businesses
    f. Online businesses and the part-time start-up advantage
8. Financial Management
    a. An overview of a firm's financial statements
        i. Income statement
        ii. Balance sheet
        iii. Cash flow
    b. An overview of measuring a firm's financial position
    c. An overview of financial forecasting
        i. Profitability
        ii. Asset and financing requirements
        iii. Cash flows
    d. Use good judgement when forecasting
    e. An overview of financing the small business
        i. Firm characters and sources of financing
    f. A firm's economic potential
    g. Owner preferences for debt or equity
    h. Sources of small business financing: starting point
        i. Bank financing
        ii. Private equity investors
        iii. Crowdfunding

            iv. Other sources of financing
            v. Stock sales
        i. An overview of harvesting a business
9. Customer Relationship Management (CRM)
    a. Overview of customer relationships
    b. Benefits and challenges of CRM to a small firm
    c. Managing customer satisfaction
    d. Using technology to support CRM
    e. Customers as decision makers
    f. Understanding psychological influences on customer behavior
        i. Needs
        ii. Perceptions
        iii. Motivations
        iv. Attitudes
    g. Understanding sociological influences on customer behavior
        i. Cultures
        ii. Social classes
        iii. Reference groups
        iv. Opinion leaders
10. Product and Supply Management
    a. An overview of the product life cycle and new product development
    b. Focusing on the customer
    c. Building the total product
    d. Product strategy
    e. Product legal environment
    f. Supply chain management
    g. To grow or not to grow
11. Pricing and Credit management
    a. An overview of pricing and credit decisions
    b. Pricing starting with customers
    c. Break-even analysis
    d. Overview of the credit process
        i. Advantages and disadvantages of offering credit to customers
        ii. Credit regulations
12. Promotional Management
    a. Promotion is communication
    b. Listening to customers
    c. Learning from competitors
    d. Promotional mix
    e. Promotional costs and budget
    f. Promotion using websites and social media
    g. Personal selling in the small firm
    h. Importance of product knowledge
    i. Compensation of salespeople
    j. Advertising practices, objectives and types
    k. Sales promotion versus specialties
    l. Trade shows
13. Global Opportunities and the Small Business
    a. Primary forces driving global businesses
    b. Expanding markets
    c. Strategy options for global firms
    d. Challenges to global firms
    e. Assistance for global firms
14. Professional Management and the Small Business

    a. What is leadership?
    b. Shaping the culture of the organization
    c. Small firm management process
    d. Managerial responsibility of entrepreneurs
    e. Sources of management assistance
15. Human Resource Management and the Small Business
    a. Recruiting and sources of employees
    b. Need for quality employees
    c. Basic components of training and development
    d. Compensation and incentives for employees
    e. Special issues in Human Resource management
    f. Impact of diversity, equity, inclusion, and accessibility (DEIA)
    g. Employment agreements
    h. Legal protection of employees
    i. Labor unions
    j. Formalizing employer-employee relationships
    k. Need for a Human Resource Manager
16. Operations Management and the Small Business
    a. An overview of the operations process
    b. Service business
    c. Manufacturing business
    d. Inventory management and operations
    e. Quality and operations management
    f. "The Basic Seven" quality tools
    g. Purchasing policies and practices
    h. Lean production and synchronous management
17. Managing the Small Business' assets
    a. An overview of the working capital cycle
    b. Managing the firm's cash flows, accounts receivable, and inventory
    c. Controlling stockpiles
    d. Capital budgeting techniques
    e. Capital budgeting practices in small firms

Methods of Instruction

Method

Discussion

Integration

Discussions as a class, or in smaller groups will be used to encourage students to exchange ideas, findings, and comprehension of course material in a learning environment where students feel safe and respected for expressing differing views. For example, students will be able to discuss the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business entrepreneurial ventures, including human resource management. Through discussion, students will examine the opportunities and challenges small businesses face with DEIA. Additionally, students will discuss opportunities and the support available to marginalized and underrepresented groups, such as women, for small business start-up. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

The DE adaptation will take place using the available CMS tools. For instance, asynchronous discussions can be done using the discussion boards in the CMS and synchronous discussions can be done via accessible video conferencing tools. Instructor will make comments to further the discussion or make corrections and/or post a summary of the interactions. This will provide the opportunity to infuse the instructor's perspective to the discussions and facilitate student learning. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Lecture will be used to cover fundamental entrepreneurship venture and small business concepts. For example, lecture topics can include differentiating the characteristics and opportunities of an entrepreneurship venture versus a small business. Lecture will also be used to examine how forms of business ownership, government regulations, international business, and business ethics affect small business entrepreneurial ventures. Additionally, lecture can be used to compare and contrast the different types of ownership, such as start-up, franchise or buying an existing small business. The use of handouts, PowerPoint presentations, and media/videos and other written materials will facilitate the lecture.

DE Adaptations for MOI

Online lectures will consist of accessible instructor-prepared materials including captioned lecture videos, text-based lectures, adapted PowerPoint presentations, and links to web pages, delivered through CMS, which deal with fundamental small business topics and concepts. Lectures may also incorporate supplemental materials available through MSJC Library or other online resources. All lecture materials and delivery methods will meet accessibility requirements.

Method

Activity

Integration

Activities will be used to explore customer relationship management (CRM), including identifying customer groups in a specific target market for a small business. Activities will facilitate incorporating other customer behavior to consider when identifying customer groups, such as psychological and sociological influences. The use of handouts, PowerPoint presentations, and media/videos and other written materials will facilitate the activities.

DE Adaptations for MOI

The available CMS learning tools will be used to deliver activities. For example, activities will be completed using the discussion boards in the CMS. Activities can also be delivered by providing links to online resources, sharing recorded video or slide presentations. All material will meet accessibility requirements. Instructor feedback can be posted in the gradebook comments and/or in the discussions within a timely manner.

Method

Projects

Integration

Projects will be used to cover how to develop a business plan for a small business. These projects may include, but are not limited to, demonstrating and discussing various components of the business plan, such as the marketing, organizational, location, and financial sections.

DE Adaptations for MOI

The available CMS learning tools will be used to deliver projects. For example, projects will be completed using the discussion boards in the CMS. Projects can also be delivered by providing links to online resources, sharing recorded video or slide presentations. Instructor feedback can be posted in the gradebook comments and/or in the discussions within a timely manner including suggestions for improvement. All materials and delivery methods used will meet accessibility requirements.

Methods of Evaluation

Method

Papers

Integration

Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include critically identifying, interpreting and evaluating the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business entrepreneurial ventures, including human resource management. Papers will also be used to address the opportunities and challenges small business face with DEIA. Additionally, papers will provide the opportunity to explore opportunities and support available to marginalized and underrepresented groups, such as women, for small business start-up. Papers and reports will be evaluated based on the student's ability to incorporate information from the course material, written composition and support for findings.

DE Adaptations for MOE

For the DE adaptation, case studies (scenario, brief and detailed instructions) will be provided in the CMS. Students will be instructed to submit paper using the available CMS assignment tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Additionally, the instructor will provide detailed comments on the student's work and suggestions for improvement. All materials used will meet accessibility requirements.

Method

Homework

Integration

Homework exercises will be used to determine the students' competencies in applying chapter and course objectives. For example, students will analyze customer relationship management (CRM), including identifying customer groups in a specific target market for a small business. Also, homework will be used to assess and measure student understanding of other customer behavior, including psychological and sociological influences. The homework exercises will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology.

DE Adaptations for MOE

For the DE adaptation, homework exercises will be done through the available CMS tools. Homework will be assigned, submitted, and graded through the course management system (CMS). For example, a link to a third-party publisher's content may be provided or the entire assignment can be embedded on the CMS. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. All materials used will meet accessibility requirements.

Method

Exams/Tests

Integration

Exams will be used to measure competency of fundamental concepts and objectives. Examples may include, but not limited to, differentiating the characteristics and opportunities of an entrepreneurship venture versus a small business. Also, exams will be used to assess and measure student understanding of what the impact of forms of business ownership, government regulations, international business, and business ethics have on small businesses. Exams/tests will include multiple types of assessments, including multiple-choice, short-answer and/or essay questions. Exams will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology.

DE Adaptations for MOE

Exams will be assigned, submitted, and graded through the CMS. For example, a link to a third-party publisher's content may be provided or the entire exam can be embedded on the CMS. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. For auto-graded questions (ex: multiple choice questions), immediate feedback can be provided to students to reinforce learning through the CMS testing tools.

Method

Projects

Integration

Projects will be used to determine and measure competencies in developing a business plan for a small business in accordance with course objectives. Additionally, projects will be used to measure understanding of the various components of the business plan, such as the marketing, organizational, location, and financial sections. Projects will be evaluated based on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology.

DE Adaptations for MOE

For the DE adaptation, project (scenario, brief and detailed instructions) will be provided in the CMS. Students will be instructed to submit project using the available CMS assignment tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Additionally, the instructor will provide detailed comments on the student's work and suggestions for improvement. All materials used will meet accessibility requirements.

Assignments

Assignment Type
Other

In-class and/or outside of class
Outside of class

Formative or Summative
Summative

Assignment
Solve the comprehensive scenarios in your textbook that requires you to differentiate the characteristics and opportunities of an entrepreneurship venture versus a small business. You will also have to determine the impact of forms of business ownership, government regulations, international business, and business ethics have on small businesses. This assignment will demonstrate your understanding and proficiency in problem-solving and knowledge of subject matter, including appropriate use of content and terminology. This assignment will be evaluated based on the rubric developed by the instructor, which includes accuracy of the calculations and information, completeness, and supporting data provided. You will receive detailed feedback and suggestions for improvement.

How assignment will be adapted in online format
The comprehensive scenarios will be submitted through a link in course management system (CMS). This assignment will be evaluated on the rubric developed by the instructor which includes accuracy of information, completeness, and supporting data provided. You will receive detailed feedback and suggestions for improvement in the CMS grading tools.

Assignment Type
Writing

In-class and/or outside of class
In-class
Outside of class

Formative or Summative
Summative

Assignment
You can work individually or with a partner to research and critically identify, interpret, and evaluate the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business entrepreneurial ventures, including human resource management. Consider the opportunities and challenges small businesses face with DEIA. Also, examine the opportunities and the support available to marginalized and underrepresented groups, such as women, for small business start-up. Select a group that interest you the most. Summarize your findings in a written report. This paper will be evaluated on a rubric developed by the instructor including, your ability to incorporate information from course material, written composition, and support for your findings and conclusions.

How assignment will be adapted in online format
The paper will be submitted through the course management system, along with any supporting documentation and files. Students are encouraged to contact instructor before, during and/or after the completion of the paper for individual guidance and feedback. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Students will receive detailed feedback and suggestions for improvement in the CMS grading tools.

Assignment Type
Reading

In-class and/or outside of class
In-class

Formative or Summative
Formative

Assignment
Read the section of the text on customer relationship management (CRM). You may also visit websites, such as the Small Business Administration (SBA) to support and expand your research. Focus your exploration how to identify customer groups in a specific target market. What are the signs? What customer behavior, psychological and/or sociological, influences the group. Focus your exploration on customer groups in industries of interest to you. Summarize your findings, including suggestions for mitigating those behaviors. In class be prepared to share your findings in a small group setting. Then be prepared to share your group findings with the class. This assignment will be evaluated on a rubric developed by the instructor including your ability to incorporate information from course material, written composition and support for your findings and conclusions. Students will receive detailed feedback and suggestions for improvement.

How assignment will be adapted in online format
Small group-discussion will take place within the CMS discussion board. Be prepared to share your findings and thoughts. This assignment will be evaluated on a rubric developed by the instructor including your ability to incorporate information from course material, written composition and support for your findings and conclusions. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Students will receive detailed feedback and suggestions for improvement in the CMS grading tools.

Course Materials

Textbooks
Longenecker, J. (2023). Small Business Management, Launching & Growing Entrepreneurship Ventures 20th Cengage Learning. ISBN: 9780357718803

Class Size Information

Class Size
40

Class Size Category
A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.
Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

• Learning objectives include analyzing the impact of diversity, equity, inclusion, and accessibility (DEIA) on small business entrepreneurial ventures.
• Course learning outcomes includes an assessment for the above learning objective example.
• Course content moves the studying of definitions, terms and concepts of small business entrepreneurship to the impact of diversity, inclusion and equity have on the small business environment.
• Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing differing views on issues related to the impact of diversity, inclusion and equity have on the small business environment.
• Assignments area includes an assignment providing an opportunity for students to research issues related to the impact of diversity, inclusion and equity have on the small business environment. Furthermore, a focal point of the assignment is to examine the opportunities and the support available to marginalized and underrepresented groups, such as women, for small business start-up.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.
Through a variety of teaching methods and materials, the course has been contextualized for diverse learners promoting an equitable course. For example:

• Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to research which marginalized and underrepresented group has/is impacted or helped in the small business environment. Students

have the flexibility to select a group that interests them the most, or can relate to. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. The greater diversity of content promotes an equitable course. Additionally, this assignment can be worked on with a partner. Teamwork infuses diversity of ideas and promotes an equitable course.
• Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including, but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, the content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access. Furthermore, course content will facilitate and promote an equitable course for diverse leaners by allowing students to demonstrate and share their learning to the class or in small group settings. For example, students will explore a marginalized and underrepresented group has/is impacted or helped in the small business environment. Students have the flexibility to select a group that interests them the most, or can relate to. Students will share their findings and own interpretations of the findings.
• Evaluation methods in the course are designed to promote equity by incorporating variety in the types of assessments. For example, papers describing the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business, including human resource management will be evaluated based on the student's ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background, or familiarity with a particular assignment type. Exams/tests will include multiple types of assessments, including multiple-choice, short-answer, and/or essay questions to facilitate evaluation of diverse learners. Exams/tests will measure student understanding of fundamental concepts and objectives, such as differentiating between entrepreneurship venture versus a small business, business ownership, government regulations, international business, and business ethics.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to explore the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business, including human resource management. Then, each group will report to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur in person or virtually using available CMS tools to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives of this small business entrepreneurship course. The goal of the pre-course announcement is to set an inviting and collaborative tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort, and encouragement. In-class announcements or available CMS tools will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or the small businesses, and summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students' threads, as needed. The level of interaction will be dictated by the content and students' needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as on the written report on the impact diversity, equity, inclusion, and accessibility (DEIA) have on small business. Online or telephone student hours and one-on-one mentoring for individual learners who desire extra support will be provided in order for them to understand and discuss critical content, such as the development of a business plan for a small business. In the classroom, high-impact strategies for active learning will be incorporated into instructor-to-student interactions. For example, the instructor will use discussions to interact with students asking them to discuss their findings on customer groups in a specific target market, including customer behavior considerations. The instructor will also clarify concepts, pose questions, and/or encourage students to make connections between course concepts and their application to a real-life small business.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities and strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to, hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be placed in small groups to identify a market opportunity that justifies a small business entrepreneurship startup or expansion based on the textbook and course content. The group will also incorporate content related to target markets, customer groups, and franchising opportunities. Conflict within the group derived from varying interpretation of the findings would provide an opportunity to resolve differences through additional content gathering and more active participation by the students. Interactions will occur during face-to-face classes on a regular classroom basis. Interactions in online courses will occur through asynchronous activities such as accessible readings, web links, discussions, separate email and inbox messages, and direct feedback on assignments.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. Additionally, students will be asked to complete a contemplative activity or discussion related topic regarding small business entrepreneurial ventures. For instance, students will be given opportunities to explore various aspects of small business, including development of a business plan. Taking time to sit back and think about the material you are learning and how it might affect one's profession and/or business is self-reflective and conducive to personal and professional growth.

Key: 449