

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
**The City University of New York**  
**BUSINESS MANAGEMENT DEPARTMENT**

**SYLLABUS**  
**Synchronous Hybrid Online (40% in Zoom & 60% online content)**

**Title of Course:** Small Business Management  
**Course Number:** SBE 400  
**Instructor:** Dr. Shane Snipes (he/him)  
**Phone:** 212-220-8222  
**Email:** rsnipes@bmcc.cuny.edu

**Class Hours:** 3  
**Credits:** 3  
**Zoom Class:** Wed. 5:30PM  
**Office Hours:** Wed. 4:00 (by appt)  
**Schedule time:** StartupTree

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**DESCRIPTION OF COURSE:**

This course covers the management and operations of a small business. The general functions of management, factors in business success and failure, and the entrepreneur's qualifications are covered. Case studies, mathematical decision-making and computer/phone applications are integral parts of the creation of a business plan.

**Basic Skills** – Students must have passed SBE100 & ENG 95/ESL 95, ACR 95 and MAT 8 or have a Proficiency Writing Index of 65+ and a Proficiency Math Index of 60+”

Course Student Learning Outcomes	Measurements
1. To develop the student's understanding of the economic and social environment in which the small business functions.	Business Plan & CEEP
2. To emphasize those aspects of management that are uniquely important to small firms.	Managing Operations on QuickBooks Online
3. To inform the student of career opportunities in small business	Connection to CEEP organization & Individual Industry Growth

Below are the college's General Education goals. The goals that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

	General Education Goals	Measurements
X	<b>Communication Skills</b> -- Students will write, read, listen and speak critically and effectively.	Final Project / Presentation @ Founders Festival
X	<b>Quantitative Reasoning</b> -- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	QuickBooks Online Report & Entries; CEEP Research Project Report to Community
X	<b>Information &amp; Technology Literacy</b> -- Students will collect, evaluate and interpret information and effectively use information technologies.	Slack participation; Hubspot marketing

**HOW TO GET AN 'A' IN THIS CLASS**

**WHAT IS A HYBRID SYNCHRONOUS CLASS?** Complete work each week online in Zoom Live Classes and on your own. 60% of your reading and studying is outside of class in online modules. At least 40% of your efforts are live Zoom or in-person activities. Complete your Modules each week before class. During Zoom, we will be going into detail on

what you worked on outside of class during class, so preparation is essential. Get used to doing work every week on your knowledge and business. This rhythm will allow you see how self-paced work can lead to a successful startup and new business. A 3-college credit hour class 1.25 hours of video chat class time each week and several hours of study outside of this Zoom class meeting time. Expect 7-9 hours of work per week per class as normal for full college credit.

What is a project-based learning class? PBL classes focus on a final project that feeds all the parts of the class into a final project. The content of the project is STUDENT-DRIVEN. This means the students will interact with each other to create materials and create materials on their own for the final project.

**ALL SBE400 STUDENTS MUST PARTICIPATE AND SHOWCASE THEIR BUSINESS IDEA THROUGHOUT THE SEMESTER IN COMPETITIONS & OTHER EVENTS.**

### **EMPHASIS OF COURSE:**

The course is designed to deal with the problems involved in the organization, operation and management of small business enterprises. It covers the scope and trend of the general functions of startup management, factors in business success and failure, as well as the entrepreneur and their qualifications. Case studies of failed and successful small businesses are examined, mathematical decision-making is taught and practiced in QuickBooks, and assembling information from various places to make a business case are important parts of the course.

### **REQUIRED TEXTS AND SUPPLEMENTARY MATERIALS:**

1. Online platform textbook and modules (updated each semester)
2. QuickBooks Online (free accounting software [sign up](#) because you're a student)
3. Supplementary courses - LinkedIn Learning (free when you login from BMCC email)

### **REQUIRED FINAL PROJECTS:**

- Citizen Entrepreneur Explorers Project Research
- Idea/Business (Pitch, Marketplace Listing – KANU, StartupTree)

### **SOME TECH YOU WILL USE AS AN ENTREPRENEUR IN THIS CLASS:**

*Learn to use them to make your work smarter and be ready for create and engage.*

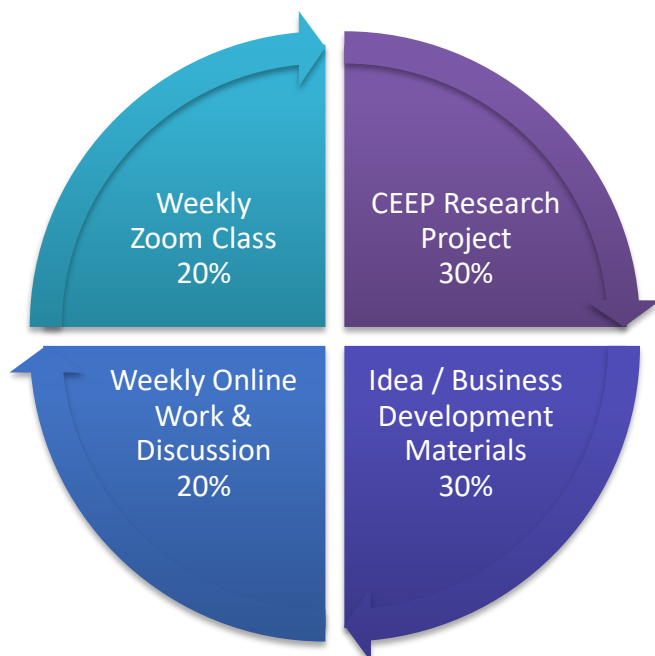
- [QuickBook Online](#) this account platform is good for small business or even solo entrepreneurs. Keeping your accounting in order helps you to know how well you are going
- [Lynda/LinkedIn Learning](#) use this online course space to develop skills and micro-credentials so you can advance your business and/or your career.

### **EVALUATION AND REQUIREMENTS OF STUDENTS (GRADING):**

*Final grade will be determined by:*

<b>Weekly Assignments in Online Platforms (Finance &amp; Textbook modules) and online discussion participation in <b>Packback</b></b>	<b>20%</b>
<b>Research with CEEP- Citizen Entrepreneur Explorer Project includes \$200 scholarship when completed all 6 steps</b>	<b>30% +5%**</b>
<b>Idea/Business Development including Blackstone LaunchPad pitches or popup markets with prizes up to \$1,000 cash</b>	<b>30%</b>
<b>Weekly Zoom Classes</b>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

**\*\*** If you present CEEP research at an undergraduate research conference, receive an additional 5% on your grade.



**Class Participation:** These policies and expectations are intended to create a safe and useful learning atmosphere for all students. To create and preserve a course atmosphere that encourages teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

- Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing.
- Discussion forums are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.
- Weekly online live sessions in Zoom will start 5-10 minute early as “pre-shows” with videos, performances, and information
- Please refrain from engaging in other tasks during the session (online or in-person) as it is disruptive to me and to others around you. You will asked to take part in group work each class.

**In addition, class will end at the designated time followed by 15 minutes for questions or 1-1 discussion.**

Participation in the activities each week on Zoom is a major component of learning and generally results in a higher grade because key ideas are covered and some materials for the next week are started. Academic activities in Zoom may include, but are not limited to submitting assignments for grades, engaging in activities, and/or participating in group work.

		Levels of proficiency for activities & assignments	
Area	Competence	Foundation (SBE100)	Intermediate (SBE400)
Focus Practice in each class meeting for 1-3 minutes.			
Ideas & Vision	Spotting opportunities	Learners can find opportunities to generate value for others.	Learners can recognize opportunities to address needs that have not been met.
	Creativity	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.
	Vision	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.
	Valuing ideas	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different

			ways.
	<b>Ethical and sustainable thinking</b>	Learners can recognize the impact of their choices and behaviors, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.
<b>Resources</b>	<b>Self-awareness and self-efficacy</b>	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.
	<b>Motivation and perseverance</b>	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.
	<b>Mobilizing re-sources</b>	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.
	<b>Financial and economic literacy</b>	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.
	<b>Mobilizing others</b>	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.
<b>Action</b>	<b>Taking the initiative</b>	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.
	<b>Planning and management</b>	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.
	<b>Coping with uncertainty, ambiguity and risk</b>	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.
	<b>Working with others</b>	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.
	<b>Learning through experience</b>	Learners can recognize what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.

### **Important Free BMCC Resources to Help**

BMCC has a food pantry and other assistance when you need it. They can direct you to other help, too. Reach out early so the challenges you face can be addressed. The college is here to help you get started on your higher education path. Everyone needs help sometimes. (Room S-230)

The BMCC Student Hub on the website has everything in one place:

<https://www.bmcc.cuny.edu/students/>

SCAN ME



### **BMCC STUDENT SUPPORT SERVICES**

- [BMCC Association](#) (S-230)
- [Career Development](#) (S-342)
- [Counseling Center](#) (S-343; available certain days in F730)
- [Early Childhood Center](#) (N-375)
- [Immigration Support](#) (S-136)
- [International Students](#) (S-115N)
- [LGBTQ Services](#) (safezone@bmcc.cuny.edu)
- [Office of Accessibility](#) (N-360)

- [Office of Compliance and Diversity \(S-701\)](#)
- [Veterans Resource Center \(S-115\)](#)
- [Women's Resource Center \(S-340\)](#)

## **BMCC Policies and Resources**

*BMCC community members have the right to be referred to according to their designated name and/or personal pronouns (he, she, they, them, etc) and have the right to use the gendered spaces of their choice according to their identification. For a list of resources available to the LGBTQIA+ community, visit:*

<https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

**Video interactive classroom release:** Students who participate in this online class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

**BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.**

**Counseling Center** [www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**Office of Compliance and Diversity** [www.bmcc.cuny.edu/aac](http://www.bmcc.cuny.edu/aac), room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email [olevy@bmcc.cuny.edu](mailto:olevy@bmcc.cuny.edu), or [twade@bmcc.cuny.edu](mailto:twade@bmcc.cuny.edu). If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

## **BMCC Policy Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's [website](#).

*BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender*

identity at CUNY (including requesting a new ID card and/or email address), go here:

<https://www.bmcc.cuny.edu/student-affairs/lgbtq/> Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.