

Social Entrepreneurship-Innovations in Creating Social Value
LEAD 579 (2 or 3 units) – Fall, 2014 Wednesdays 6 -9 pm

Instructors Contact Information and Office Hours

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Course Description

This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable business plan for its inception and development. Upon completion of the course, an independent study option is available for students who wish to continue to develop their ventures.

Course Objectives/Candidate Outcomes

Through this course, students will leave with:

- An understanding of the history and evolution of social entrepreneurship
- The ability to analyze and critically evaluate various types of organizations – e.g. Base of the Pyramid for profit corporations, Non-Governmental Organizations (NGO's), nonprofit institutions, emerging social entrepreneurial ventures, and social businesses - regarding the simultaneous creation of social and economic value in the provision of human services
- Knowledge of the relative advantages and disadvantages of the different legal structures that are available to social entrepreneurs
- An awareness of successful attributes of social entrepreneurial initiatives around the globe (as well as an awareness of why others have failed)
- The ability to design a social entrepreneurial venture with a viable business plan
- An understanding of the possibilities for exercising “intrapreneurship” within an existing social venture
- Knowledge of the ethical considerations related to the provision of human services, with a focus upon recent market trends in the “citizen sector”

Textbooks/Readings

Required texts

How to Change the World: Social Entrepreneurs and the Power of New Ideas, David Bornstein, Oxford University Press: New York, NY, 2007.

Social Entrepreneurship as a Catalyst for Social Change, Edited by Charles Wankel and Larry E. Pate, Information Age Publishing: Charlotte, NC, 2013.

Strategic Tools for Social Entrepreneurs: Enhancing the Performance of your Enterprising Nonprofit, J. Gregory Dees, Jed Emerson, and Peter Economy, John Wiley and Sons, Inc.: New York, 2002.

Course reader: See Appendix A for list of additional required reading.

Course Requirements/Activities	
Midterm paper	15%
Business plan consultations with deliverables (in teams)	20%
Final Business plan (in teams)	20%
Final presentation	15%
Class participation	30%

Grading Scale (based on total %)

The following scale will be used to determine final letter grades:

93-100%	A	73 – 76%	C
90 - 92%	A-	70 –72 %	C-
87 – 89%	B+	67 – 69%	D+
83 – 86%	B	63 – 66%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	less than 60%	F

For **Course expectations**, please see Appendix B.

Assessment Plan/Grading Criteria/Rubric
<p>Midterm paper: Students will submit a five to seven page paper for a midterm grade using APA format. A successful paper is constructed throughout the first half of the course and offers comprehensive integration of what you have learned through Week 6, including:</p> <ol style="list-style-type: none"> 1. A concise summary of key concepts from the major topics addressed in the first half of the course 2. A discussion of the ethical issues involved in the provision of human service with a special attention to ethical considerations related to recent innovations in the citizen sector 3. Possible avenues for future study answering the following questions: about what would you like to learn more; which questions require further reflection; and how do you propose to take some creative initiative on these unresolved matters? <p>See the grading rubric in Appendix C.</p>

Business plan consultations with deliverables: Students will participate in no less than three in-class advising sessions and at least one “Idea Lab” outside of class time. The purpose of these meetings with field experts selected by the professor is to help the groups to develop their business models. In order to receive credit for each completed consultation, each group must complete a questionnaire (deliverable) prior to the consultation. The questionnaires (deliverables) will be provided at the beginning of the course and will guide the groups to an increasingly more sophisticated articulation of their social venture, leading them to a more complete business plan. See the grading rubric in Appendix D.

Final Business plan: Students will work in teams to create a social entrepreneurial venture. Templates for developing a viable business plan will be provided. Some class session time will be provided to develop each business plan, with help from the consultants. However, it is expected that significant time will need to be dedicated by each group to work on their business plan outside of class time. Consultants may also be used outside of class time to assist in the development of a viable business plan. The goal is to create a business plan that is sophisticated enough to be submitted for serious consideration in the USD Social Innovation Challenge or some similar grant awarding process. See the grading rubric in Appendix D.

Final presentation: Students will present their significant learning from the course in a fifteen-minute presentation. Creativity in presentations is encouraged, although traditional power point summaries may serve the purpose well. See the grading rubric in Appendix E.

Class participation: Classroom participation skills, including listening, probing, speaking, challenging, and persuading are important in exploring a complex topic such as this. Your participation will be evaluated based on the quality of your observations, analysis, and recommendations as well as the extent of your participation. See the grading rubric in Appendix C

FOR THREE CREDIT OPTION ONLY

Research Paper: A twenty-page research paper will be required for all those taking the three-credit option and will be graded according to the rubric in Appendix F. The final research paper must be submitted in APA style. Students will work the instructor to define an appropriate paper topic. A working bibliography of scholarly sources on the approved topic will be due halfway through the term. Please note that the research paper will be worth twenty percent of the overall course grade.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Course Outline

Session	Generative Topic(s)
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Week 1 – September 3: Setting the Global Context

Due this week:

1. Easterly, W. (2005). *The rich have markets, the poor have bureaucrats*. In M. Weinstein (Ed.), *Globalization: What's new?* (pp. 170-195). New York, NY: Columbia University Press.

2. Sachs, J. (2005). Chapter 1, "A Global Family Portrait". In *The End of Poverty: Economic Possibilities for Our Time*. New York, NY: Penguin Press.
3. Sachs, J. (2008). Chapter 1, "Common Challenges, Common Wealth" In *Common wealth: economics for a crowded planet*. Penguin.
4. Illich "To Hell with Good Intentions"
5. Blank, "Why The Lean Start-Up Changes Everything"

In class:

1. Introductions/Overview of syllabus, course expectations and pedagogical approach
2. If the World were a Village of 100 people
3. Wrestle with Illich's "To Hell with Good Intentions"
4. Discuss business model development and methods / Business Model Canvas video
5. What are the social problems that call to us? Choose small groups.

Week 2 – September 10: How is global development accomplished? State sponsored, NGO's, BOP strategies, nonprofit institutions, and emerging social entrepreneurs

Due this week:

1. **Small group composition with contact information: Submit electronically by September 8th.**
2. Pralahad, C.K. (2010). *The Market at the Bottom of the Pyramid*. In *The Fortune at the Bottom of the Pyramid*, 5th anniversary ed., rev. and updated. Upper Saddle River, NJ: Pearson Education, Inc.
3. Yunus, M. Chapter 3 in *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*, PublicAffairs: New York, 2010.
4. Schwab Foundation for Social Entrepreneurship (2012) What is a Social Entrepreneur? Schwab Foundation for Social Entrepreneurship. Retrieved from <http://www.schwabfound.org/sf/SocialEntrepreneurs/index.htm>
5. Chapter 16 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. Introducing the "development spectrum"
2. Nobel Foundation. 2006. Nobel Peace Prize Acceptance Speech: *Poverty is a Threat to Peace*, by Muhammad Yunus. Delivered on December 10, 2006.
3. Work on first (Yunus) questionnaire
4. Go Young Social Entrepreneur Case Study

Week 3 – September 17:

Due this week: How can we "do development" better?

1. **Completed first questionnaire: Submit electronically by September 15th.**
2. Banerjee, A. (2011). *Think again, again*. In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (pp. 11-26). New York, NY: PublicAffairs.
3. Sen, A. (2001). Introduction and Chapter 1 in "Development as freedom". In *Development as freedom*. Oxford Paperbacks.
4. Seelos, C., Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business Horizons*, 48, 241-246.
5. Bhagwhati, J. (2011) *Of Markets and Morality* in American Economic Review: Papers and Proceedings 2011, 101:3, 162–165
<http://www.aeaweb.org/articles.php?doi=10.1257/aer.101.3.162>
6. Chapter 13 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. *First in class consultations*
2. United Nations Human Development Report
3. Review 2nd (Social Innovation Challenge) questionnaire
4. Go Young Social Entrepreneur Case Study

Week 4 – September 24: The evolution of social entrepreneurship

Due this week:

1. **Completed second questionnaire: Submit electronically by September 22nd.**
2. Dees, J. G. (1998). The Meaning of Social Entrepreneurship. Retrieved from http://www.partnerships.org.au/Library/the_meaning_of_social_entrepreneurship.htm
3. Drayton, W. (2002). The citizen sector: becoming as entrepreneurial and competitive as business. *California Management Review*, 44(3), 120-132
4. Light, P. (2006, Fall). Reshaping Social Entrepreneurship. *Stanford Social Innovation Review*.
5. Chapter 2 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. *Second in class consultations*
2. ASHOKA foundation and fellows
3. Go Young Social Entrepreneur Case Study

Week 5 – October 8: Developing a strategic vision

Due this week:

1. **Research topic proposal (3 credit option only)**
2. Strategic Tools – Chapters 1 and 2
3. Bornstein – Chapter 2 and 8
4. Chapter 1 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. Review third questionnaire
2. Bornstein address at Duke Center for the Advancement of Social Entrepreneurship
3. Go Young Social Entrepreneur Case Study

Week 6 – October 22: Organizing your social venture

Due this week:

1. **Completed (1st half) Business Model Canvas: Submit electronically by October 20th.**
2. Strategic tools: Chapters 3, 4, and 5
3. Bornstein – Chapter 7
4. Chapter 6 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. *Third in class consultations*
2. Go Young Social Entrepreneur Case Study

Week 7 – November 5 Financing your social venture

Due this week:

1. **Midterm paper due**
2. Strategic tools – Chapters 6 and 9
3. Bornstein – Chapters 11 and 15
4. Chapter 1 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. Impact Investing – address from Antony Bugg-Levine
2. Go Young Social Entrepreneur Case Study

Week 8 – November 19: Growing your social venture and scaling up

Due this week:

1. **Completed Business Model Canvas: Submit electronically by November 17th**
2. Strategic tools – Chapter 10
3. Bornstein – Chapters 3 and 11
4. Chapter 14 and 19 in *Social Entrepreneurship as a Catalyst of Social Change*

In class:

1. *Fourth in class consultations*
2. Taking ideas to scale
3. Go Young Social Entrepreneur Case Study

Week 9 – December 3: Measuring your social impact

Due this week:

1. Strategic tools: Chapter 8
2. Bornstein: Chapter 20

In class:

1. “Your Because Is” - Quantifying your social impact (Guest speaker)
2. Recapitulation of course themes
3. Go Young Social Entrepreneur Case Study

Week 10 – December 10: Conclusions and commencements

Due this week:

1. **Final presentations**
2. **Final draft of business plan (Final business plan due on the last day of finals.)**
3. Anderson, B. and Dees, J.G. (2006). *Rhetoric, Reality and Research: Building a Solid Foundation for the Practice of Social Entrepreneurship*. In Social Entrepreneurship (pp. 144-168). New York, NY: Oxford University Press.
4. Strategic tools: Chapter 11
5. Bornstein: Chapter 16 and 18

In class:

1. Final presentations (may continue during the week of finals)

Bibliography

Andersson, F. (2011). Finding new ways to understand and teach entrepreneurship in the nonprofit sector: Introducing the Nonprofit Entrepreneurship Tree. *Journal of Nonprofit Education and Leadership*, 1(2), 77-90.

Bishop, M., Green, M. (2009). *Philanthrocapitalism: How giving can save the world*. New York: Bloomsbury Press.

Bugg-Levine, A. (2013, Winter). Complete capital. *Stanford Social Innovation Review*. 17-18.

- Byrne, J. (2011) Social entrepreneurship: The best schools programs. Poets and Quants. Retrieved from <http://poetsandquants.com/2010/08/13/social-entrepreneurship-the-best-schools-programs/>
- Cause Marketing Forum (2012) Background and Basics. Retrieved from http://www.causemarketingforum.com/site/c.bkLUKcOTLkK4E/b.6443937/k.41E3/Background_and_Basics.htm
- Chell, E. (2007). Social enterprise and entrepreneurship: Towards a convergent theory of the entrepreneurial process. *International Small Business Journal*, 25(1), 5-26.
- Chen, D. (2012) Goldman to invest in city jail program, profiting if recidivism falls sharply. *New York Times*. Retrieved from http://www.nytimes.com/2012/08/02/nyregion/goldman-to-invest-in-new-york-city-jail-program.html?_r=0
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- Community Wealth Ventures (2008). *The L3C: Low-profit Liability Company Research Brief*. Community Wealth Ventures, Inc.
- Eikenberry, A. (2009, Summer) The hidden costs of cause marketing. *Stanford Social Innovation Review*.
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- Hesselbein, F. (2002). *Forward*. In Dees, J., Emerson, J., Economy, P., *Strategic tools for entrepreneurs: Enhancing the performance of your enterprising nonprofit*. New York, New York: John Wiley & Sons, Inc.
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- Office of Social Innovation and Civic Participation (2012). *About SICP – The Community Solutions Agenda*. Retrieved from <http://www.whitehouse.gov/administration/eop/sicp/about>
- Philanthrocapitalism. (2012) *FAQ: What is philanthrocapitalism?* Retrieved from <http://www.philanthrocapitalism.net/about/faq/>

Rockerfeller Foundation. (2012) Program Related Investments. The Rockefeller Foundation. Retrieved from <http://www.rockefellerfoundation.org/our-work/current-work/program-related-investments>

Social Enterprise Alliance. (2012). The Case For Social Enterprise Alliance. Retrieved from <https://www.se-alliance.org/why#whatsasocialenterprise>

Social Finance. (2012) Social Impact Bonds. Retrieved from <http://www.socialfinanceus.org/work/sibs>

Appendix A – COURSE READER

Anderson, B. and Dees, J.G. (2006). *Rhetoric, Reality and Research: Building a Solid Foundation for the Practice of Social Entrepreneurship*. In *Social Entrepreneurship* (pp. 144-168). New York, NY: Oxford University Press.

Bhagwhati, J. (2011) *Of Markets and Morality* in American Economic Review: Papers and Proceedings 2011, 101:3, 162–165
<http://www.aeaweb.org/articles.php?doi=10.1257/aer.101.3.162>

Banerjee, A. (2011). *Think again, again*. In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (pp. 11-26). New York, NY: PublicAffairs.

Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review*, 91(5), 63-72.

Bugg-Levine, A. (2011). Impact investing: Transforming how we make money while making a difference. San Francisco, California: Jossey-Bass

Dees, J. G. (1998). The Meaning of Social Entrepreneurship. Retrieved from http://www.partnerships.org.au/Library/the_meaning_of_social_entrepreneurship.htm

Drayton, W. (2002). The citizen sector: becoming as entrepreneurial and competitive as business. *California Management Review*, 44(3), 120-132.

Easterly, W. (2005). *The rich have markets, the poor have bureaucrats*. In M. Weinstein (Ed.), *Globalization: What's new?* (pp. 170-195). New York, NY: Columbia University Press.

Light, P. (2006, Fall). Reshaping Social Entrepreneurship. *Stanford Social Innovation Review*.

Pralahad, C.K. (2010). *The Market at the Bottom of the Pyramid*. In *The Fortune at the Bottom of the Pyramid, 5th anniversary ed., rev. and updated*. Upper Saddle River, NJ: Pearson Education, Inc.

Sachs, J. (2005). Chapter 1, “A Global Family Portrait”. In *The End of Poverty: Economic Possibilities for Our Time*. New York, NY: Penguin Press.

Sachs, J. (2008). Chapter 1, “Common Challenges, Common Wealth” In *Common wealth: economics for a crowded planet*. Penguin.

Seelos, C., Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business Horizons*, 48, 241-246.

Sen, A. (2001). Introduction and Chapter 1 in “Development as freedom”. In *Development as freedom*. Oxford Paperbacks.

Yunus, M. Chapter 3 in *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*, PublicAffairs: New York, 2010.

Appendix B– COURSE EXPECTATIONS

Attendance: Due to this course being discussion-based, attendance is required and expected for this course. Your attendance will contribute to both your learning and the learning of the other students in the class. Students are responsible for the materials and assignments on days missed; this work should be turned in by the start of class period the day the assignment is due. Please speak to the instructor with extenuating circumstances. Similar to attending class, arrival to class on time is expected. Arriving to class tardy (or leaving early) for three class periods will count as an unexcused absence.

Readings: Various readings from required texts and supplemental readings are assigned for this course. It is expected that you read the assigned chapters, articles, or books by the start of class period.

Assignments: There are a variety of assignments due throughout the semester. You are expected to turn in the assignments electronically (through Taskstream) before class period that it is due. You will be notified ahead of time if the assignment is due in another form (i.e., in class or in hard copy form). All assignments will be graded on quality and depth of work, adherence to assignment, and grammar/spelling. Please proofread each assignment prior to submission.

For consistency reasons please abide by the following for your assignments:

Use APA format

Double-spaced

1 inch margins on all sides

12-point Times New Roman font

Students are encouraged to use the Writing Center as a resource. It's recommended that you schedule appointments in advance. Webpage: <http://www.sandiego.edu/writingcenter/>

Ethical Behavior: Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor and the Dean.

Treating Each Other with Dignity and Respect: Throughout the semester we will be working very closely together and may be discussing sensitive subjects. It is expected that each member of the class treat the other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with your own opinions. What is shared in class is to be kept confidential, since sensitive information about local nonprofits may be shared.

Religious Holidays: Students who miss class because they are observing a religious holiday will be provided the opportunity to meet one-on-one with the professors to receive instruction on the material that was discussed in their absence. This meeting will take place at mutual convenience in a timely manner such that the student can fully engage in the sequential learning process. Alternatively, the professors may choose to move the course date for all students.

Americans with Disabilities Act (ADA) Statement: Any personal learning accommodations that may be needed by a student, covered under the ADA, must be made known to the instructor as soon as possible. This is the student's responsibility. If you are a

student with a diagnosed disability or suspect that you may have one, please contact USD's Disability Services in Serra Hall room 300 or call 619-260-4655 or visit the website at www.sandiego.edu/disability BEFORE midterm.

Grade of Incomplete: The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES On-line Course Evaluation: Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism: The complete plagiarism policy is available for your review at: http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may

include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Appendix C– MIDTERM PAPER AND CLASSROOM PARTICIPATION GRADING RUBRIC

	Exceptional “A”:4pts	Good “B”:3pts	Amateurish “C”:2pts	Score
	Displays all of the characteristics described below:	Displays some but not all of the characteristics described below:	Displays one or more of the characteristics described below:	
Presentation of Ideas	<p>Clear summary description of the theories and models from the readings and an indication that the author understands said models/theories; there is a careful and thorough response to the question at hand</p> <p>A score between 3.8 and 4 connotes an expert presentation of ideas. A score between 3.7 and 3.6 connotes a very good presentation of ideas and earns a grade of A minus. (Please refer to this scoring criterion in each “exceptional” section of the rubric).</p>	<p>Clear summary description of the theories and models from the readings; an indication that the author understands said models/theories; there is a careful and thorough response to the question at hand</p> <p>A score of 3.5 connotes a very good presentation of ideas and earns a B plus. A score of 3.4 is a good presentation of ideas earning a B. A score between 3.2 and 3.3 earns a grade of B minus. (Please refer to this scoring criterion in each “good” section of the rubric).</p>	<p>Weak summary description of the theories and models from the readings; weak demonstration of comprehension of the theories/models; weak response to question at hand</p> <p>A score of 3.1 connotes a less than satisfactory presentation of ideas and earns a grade of C plus. A score of 3.0 earns a grade of C. A score of 2.8 – 2.9 earns a grade of C minus.</p>	
Support Of Ideas	<p>Evidence of critical thinking with clear support for points made including relevant references (may include references not provided by the professors). The reflection brings the reader to consider the topic in a new way.</p>	<p>Evidence of critical thinking with clear support for points made including relevant references (may include references not provided by the professors). The reflection brings the reader to consider the topic in a new way.</p>	<p>Weak support for points presented; little evidence of critical thinking or reflection</p>	

Organization Of Writing	Ideas flow throughout paragraphs and the paper in a logical manner. The paper has a citation page, uses APA format and meets the page length requirement	Ideas are presented but do not flow logically in the construction of the paragraphs and/or the entire paper. Lacks citation page or does not meet the required page length.	No or little flow of ideas or logic. Paper lacks components such as citation page, APA format or does not meet the required page length	
Grammar And Mechanics	Essay is without typos and spelling errors and is grammatically correct.	Minor spelling, grammatical, punctuation, and/or capitalization errors were noted.	Significant spelling, grammatical, punctuation, and/or capitalization errors. Little evidence of coherence and following appropriate writing standards	

Appendix D– BUSINESS PLAN GRADING RUBRIC

	Exceptional “A”:4pts	Good “B”:3pts	Amateurish “C”:2pts	Score
Content	<p>The product is comprehensive and could be implemented as designed.</p> <p>A score between 3.8 and 4 connotes a expert content. A score between 3.7 and 3.6 connotes a very good paper and earns a grade of A minus. (Please refer to this scoring criterion in each “exceptional” section of the rubric).</p>	<p>The product is mostly complete but needs additional information and refinement before it should be used.</p> <p>A score of 3.5 connotes a very good content and earns a B plus. A score of 3.4 is good content earning a B. A score between 3.2 and 3.3 earns a grade of B minus. (Please refer to this scoring criterion in each “good” section of the rubric).</p>	<p>The product is incomplete and would have limited utility at best.</p> <p>A score of 3.1 connotes less than satisfactory content and earns a grade of C plus. A score of 3.0 earns a grade of C. A score of 2.8 – 2.9 earns a grade of C minus.</p>	
Writing	<p>The product is logically organized, clearly written, and, with only a few exceptions, grammatically correct. The document looks professional.</p>	<p>The product exhibits one of the following: a) An organizational structure that is put forth but is not obvious, possibly because of the absence of things such as advance organization paragraphs, transition and summary sentences or headings; b) the meaning of sentences and paragraphs is sometimes difficult to determine because of such things as inappropriate word choice, an excessive reliance on passive voice, or cumbersome construction; c) there are frequent grammatical errors.</p>	<p>The product exhibits a) either two or more of the problems listed to the left or b) more pronounced difficulties with respect to organization, clarity and/or grammatical correctness. It appears unprofessional.</p>	
Utility	<p>The consultants state the product could be both implemented and sustainable.</p>	<p>The consultants state that it is not clear whether the product offers a feasible business plan.</p>	<p>The consultants are unsure whether the product is feasible due to questions about the quality of the product.</p>	

Competitor Research Knowledge and application	Three or more examples/models of competitor practices and several additional reference sources were cited in the development of this product and clearly linked to the final product.	Two or more examples/models of competitor practices and at least one additional reference source were cited in the development of this product. These were not strongly linked to the final product.	One competitor example/model and one reference source was cited in the description of the development of this product. There is little evidence of a correlation between the best practice model or reference source in the development of this product.	
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Appendix E– FINAL PRESENTATION GRADING RUBRIC
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Clear:

- Is the presentation easy to understand?
- Are the illustrations useful and do they help to clarify the point being made?
- Is there a logical flow to the presentation? Is it easy to follow the argument being made?

Complete

- Are all the main points in the chapter / topic addressed?
- Are the explanations of the main points in the author's own words?
- Is the author's treatment of the topic thorough and balanced?

Concise

- Does the presenter present in the time allotted?
- Does the presenter move at a helpful pace for the audience?
- Do the points being made advance the argument/keep a logical flow?

Creative

- Does the presenter use relevant examples from his own life, research, or professional practice?
- Are the examples relatable to the topic? Are they relatable to the audience?
- Does the presenter credibly advance our understanding of the topic beyond what was in the shared reading on the topic?

Professional

- Does the presenter establish rapport with the audience and attempt to keep them engaged?
- Does the presenter capture the attention of the audience with appropriate use of multi-media and technology?
- Does the presenter's voice have appropriate volume and inflection?

Clear: /3points

Complete/3

Concise: /3

Creative: /3

Professional: /3

Overall Grade: /15 points

Appendix F– RESEARCH PAPER GRADING RUBRIC

The three-credit option for the course requires an additional research paper of at least twenty pages. It will be evaluated according to the following grading rubric.

Rubric for grading

	0/F	1/D	2/C	3/B	4/A	NA
Research – 40%						
Evidence of higher level research						
Evidence of multiple sources						
Evidence of seminal work						
Evidence of primary data, 18 or more scholarly, peer reviewed sources						
Content – 30%						
Completeness						
Relevancy						
Appropriate analysis						
Appropriate conclusions drawn						
Logical rational and/or justification						
Original thought						
Structural – 30%						
Grammar						
Elegance and sophistication of expression						
APA format						
Citations						
References and final manuscript						
Tables, graphics, etc. appropriate and clear						
Original words						
Overall						