

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-16a.	AP -3/25/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person: Joette Wisnieski	Email Address: wisnie@iup.edu
Proposing Department/Unit: Management	Phone: 75912

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
MGMT 375 Social Entrepreneurship		
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> Program Revision		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
		Date
Department Curriculum Committee Chair(s)	Hussam Al-Shammari	3/11/09
Department Chair(s)		3/29/09
College Curriculum Committee Chair		3/29/09
College Dean		4/6/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	Gail Schust	3/25/10

* where applicable

Received
MAR 31 2010
Liberal Studies

Received
FEB 18 2010
Liberal Studies

Received
APR 16 2009
Liberal Studies

II. Description of Curriculum Change

1. Syllabus of Record

The syllabus of Record is attached—Appendix A

2. Course Analysis Questionnaire

Section A: Details of the course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

A1. This course will explore concepts of Social Entrepreneurship and Not for Profit Enterprise (NPE). Students will learn essential steps of launching, building, and driving a NPE. The course will cover best practices in NPE creation and early stage management. NPEs make up the 3rd largest segment of the US economy and thus an important area for study.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

A2. No existing courses nor requirements will be affected by this new course.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

A3. This course has never been offered at IUP.

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

A4. This course will not be dual listed.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

A5. This course will not be taken for variable credit.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

A6. Following is a partial list of other four-year accredited institutions that offer a similar course for entrepreneurship or management students.

Babson College
Duke University
New York University

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

A7. This course is consistent with the AACSB accreditation.

Section B: Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

B1. This course will only be taught by management faculty.

B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

B2. This course will not impact other departments.

B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

B3. This course will not be cross-listed with other departments.

B4. Will seats in this course be made available to students in the School of Continuing Education?

B4. Seats will be made available to students in the School of Continuing Ed.

Section C: Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

C1: This course will offered on a limited basis as faculty are available.

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space**
- *Equipment**
- *Laboratory Supplies and other Consumable Goods**
- *Library Materials**
- *Travel Funds**

C2: Resources

There is adequate space in the Eberly building to accommodate this course. No special equipment or laboratory space is needed. The library resources are adequate. No travel funds are needed.

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

C3. None of the resources to teach this course are funded by a grant.

C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

C4. This course will be offered every other year. Summer offerings would be based on achieving adequate enrollment.

C5. How many sections of this course do you anticipate offering in any single semester?

C5. There will be no more than one section offered in a semester.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

C6. Each section can accommodate up to 45 students. This is the number of the average size classroom in Eberly.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

C7. I am not aware of any professional society recommendations for enrollment limits or other parameters for this course.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

C8. This course is not intended for distance education delivery but could easily be adapted in the future if student and program needs change.

Appendix A

Syllabus of Record

I. Catalog Description

MGMT 375: Social Entrepreneurship (3c-01-3cr)

Prerequisites: MGMT 275 for nonbusiness majors.

Catalog Course Description:

Designed for students who are interested in starting or working in a Not for Profit Enterprise (NPE). Covers topics such as financing an NPE, developing an NPE start-up model, using NPEs to generate social value, and developing an entrepreneurial philanthropy towards NPEs.

Course Objectives:

At the successful conclusion of the course, the students will be able to:

1. Demonstrate an understanding of the concept of social innovators and entrepreneurship and what role they play in the economy.
2. Explain the tools and conceptual framework to launch a new social venture.
3. Summarize the arguments for social entrepreneurship and understand many of the opportunities, challenges, and issues facing social entrepreneurs.
4. Analyze and discuss business issues facing NPEs in the United States
5. Evaluate the theory of social entrepreneurship and how it has been applied in the private, public and non-profit sectors.

Required Text: Wei Skillern, J., Austin, J., Leonard, H, & Stevenson, H. (2007)
Entrepreneurship in the Social Sector. Sage Publications

Evaluation Methods:

Written Assignments (case studies)	20%
Class Participation (attendance policy)	20%
Midterm and Final (A combination of multiple choice, essays and short answers on 5 lessons)	40%
Group Project (Report and Presentation on a Social Entrepreneurship company or nonprofit)	20%

Grade Breakdown

A	=	90-100
B	=	80- 89
C	=	70-79
D	=	60-69
F	=	less than 60

Course Outline:

Lesson 1: Social Entrepreneurship: Need and Opportunity Evolution of NPE Organizations and NPE Management Evolution of NPE Management Theories	4 hrs
Lesson 2: The Social Entrepreneurship Process Strategic Management Process as related to NPEs Establishing the NPE Social Mission	4 hrs
Lesson 3: Navigating the Philanthropic Labyrinth Peninsula Community Foundation	4 hrs
Lesson 4: Planning and Decision Making Nonprofit management problems Seacoast Science Museum	4 hrs
Lesson 5: Fundamentals of Organizing and Organizational Design Staffing the Organization Organizational Controls and Budgets Organization's culture	4 hrs
Midterm Exam	2 hrs
Lesson 6: Fundamentals of Leadership and Group Dynamics The Grand Theatre Case	4 hrs
Lesson 7: Economics and Financial Management of NPEs Newman's Own	4 hrs

Lesson 8: Marketing and NPEs Fund Raising Business models	4 hrs
Lesson 9: Integrating Management Styles and Theories Guide Dogs for the Blind	4 hrs
Lesson 10: Performance Management for Entrepreneurial Organizations	4 hrs
Final Exam/Culminating Activity	2 hrs
Total	44 academic hrs

Special Resource Requirements

None

Other – Undergraduate Course Attendance Policy

The university expects all students to attend class. Your attendance and participation in class is an important component and as such, is graded. Case study teaching methods depends on student participation. Being prepared and ready to participate in class discussion method is essential.

Bibliography

Bryce, H. (2000). *Financial and Strategic Management for Nonprofits*. San Francisco: Jossey-Bass.

Denhardt, R., Denhardt, J., & Aristigueta, M. (Eds.). (2008). *Managing Human Behavior in Public and Nonprofit Organizations*. Thousand Oaks, CA: Sage.

Hopkins, K., & Friedman, C. (1997). *Successful Fundraising for Arts and Cultural Organizations* (2nd edition ed.). Phoenix, AZ: Oryx.

Royce, M., Doherty, R., Foster, G., Rotheroe, N., & Meehan, J. (2009). *Management For Social Enterprise*. Thousand Oaks: Sage.