Course Number:	**BUAD 309**
Course Title:	**SOCIAL ENTREPRENEURSHIP**
Credits:	3
Calendar Description:	Organizations that focus their product or service on sustaining and developing their communities are increasing in number. These organizations can take the form of non-profits, co-operatives and social enterprise businesses. This course takes a very hands-on approach to understanding and learning about the challenges that these organizations face. Through a service learning approach, class seminars and guest speakers, students will explore topics such as challenges in the non-profit sector, volunteer management, social entrepreneurship, corporate social responsibility, corporate philanthropy, and ethics. Students will be required to complete an applied community (service learning) project as a major component of the course.
Semester and Year:	**Winter 2015**
Prerequisite(s):	Minimum third-year standing, 6 credits CMNS or 6 credits ENGL
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	No
Hours per week:	3
Graduation Requirement:	Elective – BBA Management option
Substitutable Courses:	No
Transfer Credit:	
Special Notes:	Students with credit for BUAD 339 will require permission of the department before taking this course.
Development Date:	September 2008
Revision Date:	September 2009
Chair's Approval:	

Professors

Name	Phone number	Office	Email
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Learning Outcomes

Upon completion of this course students will be able to:

- Demonstrate learning beyond the classroom and into the community by completing a service-based project that seeks to foster civic values and engagement
- Describe and illustrate the application of skills and knowledge to real-life situations, in a social-issues setting through projects designed to benefit the learner, organization and community
- Identify and develop a spirit of partnership with the community; demonstrate skills and values associated with teamwork, community involvement and citizenship
- Analyze complex problems in multifaceted settings and describe/showcase decision-making strategies which incorporate perspectives of external stakeholders and business ethics.
- Demonstrate critical thinking skills through the process of identifying a service learning opportunity, generating the project components, and evaluating the contribution provided. Identify connections between personal experiences, readings and community involvement to better understand the learner's responsibilities to multiple communities and constituencies.
- Organize, prepare, present and execute a project plan for stakeholders of the service project. Demonstrate, through reflection, the meaning of civic participation by the learner, and the effects on themselves and their community.
- Recognize and value socially responsible practices and moral leadership and illustrate how one's actions impact the broader community and society.

Course Objectives

This course will cover the following content including:

- Volunteer management
- Service learning
- Non-profit and charitable sector
- Corporate social responsibility
- Stakeholder management
- Corporate philanthropy
- Social marketing
- Social enterprise
- Social entrepreneurship
- Ethics and values

Evaluation Procedure

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Service Project
        Service Project Proposal..................  5%
        Service Project..............................  35%
        Service Project Presentation..........  10%
Total Project................................................           50%
In-class Exam..............................................  20%
Group Assignment.......................................  10%
Participation
        In-class Participation........................  7%
        Online Journal...............................  10%
        Class Blog......................................  3%
Total Participation...........................................  20%
Total............................................................  100%
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Notes

Organizations that focus their product or service on sustaining and developing their communities are increasing in number. These organizations can take the form of non-profits, cooperatives and social enterprise businesses.

Changing community demographics and decreases in funding by social service ministries have necessitated that communities look to local organizations and businesses to solve local problems. Organizations both in the non-profit and business sectors have stepped in to fill gaps that rapid growth and development, globalization and changing technology have created for small and large communities.

This course will introduce students to different social purpose organizations. Students will explore the challenges of managing double or sometimes triple bottom lines as directors and entrepreneurs try to balance profit / sustainability and social consciousness with organizational effectiveness.

While students will have many opportunities to learn from guest speakers, seminar style in-class presentations, and an online journal, a service-learning project will form the largest component of their assessment for the course. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities; it combines SERVICE with LEARNING in intentional ways. Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Required Texts/Resources

Barry, Ben. (2007). Fashioning Reality: A new generation of entrepreneurship. Toronto: Key Porter Books Limited, **OR**
Wood, John. (2006). Leaving Microsoft to Change the World. New York: Harper Collins Publishers.

Course Pack of required readings covering a range of topics relevant to the objectives of the course.

Course Schedule

Date		Topic & Readings	Tasks
Week of:			
Jan	5	Course Introduction, Project Discussion (3) Volunteer Management - Readings (Bell, Ellis & MacNaull)	Review Projects On-line
	12	(2) Service Learning Project Discussion - Readings (Godfrey & Papamarcos)	Project Selection and Approval Journaling, Class Blog Discussion **Complete Pre-Survey Jan 18**
	19	(1) Non-Profit Sector: Management Challenges - Readings (Boschee) (2) Introduction to Social Entrepreneurship - Readings (Myrah & Dees)	Project Discussions Meet with Organizations Journaling, Class Blog Discussion
	26	(2) Non-Profit Industry and Social Marketing - Reading (Tarrant & Canadian Newswire)	**Group 1 Leads SE Discussion** **Project Proposal Due** Journaling, Class Blog Discussion
Feb	2	(1) Corporate Philanthropy - Readings (Porter & Kramer)	**Group 2 Leads SE Discussion** Project Updates to Class Journaling, Class Blog Discussion
	9 -13	READING BREAK *(Feb 9 to 13 – no classes)*	Work on Projects Read Class Text
	16	(2) Corporate Social Responsibility - Readings (Johne & The Economist)	**Group 3 Leads SE Discussion**
	23	(2) Social Enterprise (Valentine, Crossan & Reno) Craig Keilburger Ivey Cases & Video	Journaling, Class Blog Discussion **Group 4 Leads SE Discussion**
Mar	2	(2) Social Entrepreneurship - Readings (Myrah & Odinksy-Zec, Dees) Class Text Discussion	Project Updates to Class Journaling, Class Blog Discussion
	9	Field Trip / Guest Speaker The Corporation Video Series	Journaling, Class Blog Discussion
	16	Social Entrepreneurship **In-Class Exam**	Journaling, Class Blog Discussion
	23	(1)Ethics & Values - Readings (Gates) The Corporation Video Series Project Updates to Class	Journaling, Class Blog Discussion
Mar	30	**Presentations to Clients**	Self-Assessment Due
Apr	6	**Presentations to Clients**	**Complete Post Survey by April 12**
	13	Classes end Tuesday April 14	**Final Projects due April 13**
Apr	17 - 25	Final Exam Period (No Final Exam)	

SKILLS ACROSS THE BUSINESS CURRICULUM

The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

STUDENT CONDUCT AND ACADEMIC HONESTY

What is the Disruption of Instructional Activities?
At Okanagan College (OC), disruption of instructional activities includes student "conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC", as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

What is Cheating?
"Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination."

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?
Plagiarism is defined as "the presentation of another person's work or ideas without proper or complete acknowledgement." It is the serious academic offence of reproducing someone else's work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

"Intentional plagiarism is the deliberate presentation of another's work or ideas as one's own." Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

"Unintentional plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit."

What are the Students' Responsibilities to Avoid Plagiarism?
Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format www.okanagan.bc.ca. Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors' name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

"Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication "*Plagiarism Avoided; Taking Responsibility for your Work".* This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 6th edition (2009). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?
The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.