

University of Arkansas at Little Rock

School of Public Affairs

SEE PAGE #17 FOR UPDATES DUE TO COVID-19

Instructor: Kirk A. Leach, Ph.D	Course #: PADM 7336
Office: Ross Hall 636	Title: Social Entrepreneurship
Email: kaleach@ualr.edu	Semester: Spring 2020
Phone: 501.569.8513	Meeting date / time: Thursday 6:00-8:40 pm
Office Hrs: M/T 4-5:30 pm & by appt.	Location: Ross Hall 209

Course Description

Communities are increasingly buffeted by wicked problems. Wicked community problems are complex, unstructured, multi-domain that cut across hierarchy and jurisdiction. Typically these problems, including - adverse childhood experiences, poor or declining educational systems, unequal access to affordable health care, economic inequality, environmental degradation, energy poverty etc - are challenged by political and economic constraints that require innovative solutions. Additionally, we face increasing pressure on the supply of basic commodities - food, water, clean air, and land. A robust political response, sustainable economic support, and strong social infrastructure are crucial to addressing these wicked community problems.

This course differs from traditional approaches to addressing wicked community problems by introducing students to the emergent fields of social entrepreneurship and social innovation as a *process* to combating wicked community problems. Specifically, *guided by Trauma Informed Principles* we will apply the entrepreneurial process to develop innovative responses to wicked community problems. In this course we will explore the spectrum of organizational forms that blur the lines between public, private and nonprofit sectors - including social enterprises, co-ops, and enterprising nonprofits. We will explore the ways in which these hybrid organizational forms can potentially *change the "rules of the game"* by engaging with trauma informed principles. We will draw on readings and cases from literatures as diverse as public administration, nonprofit management, business management & entrepreneurship, law, psychology, sociology, and economics.

Working in teams, students will define a community problem [issue], understand its contextual realities, identify the system level drivers, *develop an innovative response* and plan for deployment. Your response to the community problem [issue] must be *guided by Trauma Informed Principles*. Note, you may also integrate a social equity lens if this is more appropriate to your solution. As part of the course we will close with a *'Pitch Night'* where your team will present your innovative idea to stakeholders. In this course you will be pushed to fundamentally reconceptualize and reshape your response to wicked community problems. **Simply put, just proposing a new policy or uncritically starting a nonprofit is not ok!**

Student Learning Objectives:

The material and exercises in this course will address each of the four major learning objectives for the Graduate Certificate in Nonprofit Management:

- Core Knowledge - knowledge and understanding of the of the emergent field of social entrepreneurship as an approach to social change, entrepreneurship as a process, and the unique nature of the nonprofit sector. An understanding of Trauma Informed Care [TIC] as an organizational imperative.
- Research Ability - the ability to locate research reports, policy papers, peer reviewed articles; and to read, analyze, and understand such reports at a basic technical level; collect and analyze primary data; develop organization specific recommendations.
- Applied Critical Thinking - the ability to identify problems within an organization, through the use of both case studies and real-life settings, and develop and implement appropriate solutions to the problem. Application of Trauma Informed Principles to organizational responses addressing social problems.
- Communication Skills - the ability to present information to others in both professional and informal environments in an effective manner, whether in written, verbal, or other formats.

The objectives of the course are:

- To provide students with tools and conceptual frameworks to evaluate entrepreneurial opportunities that seek to address diverse social challenges
- To understand and apply a trauma informed lens within organizations
- To explore management strategies and techniques social entrepreneurs utilize – including innovations in business models, product and service design, marketing, operations, and financing
- To expose students to social innovations across diverse geographies
- To encourage an understanding that entrepreneurship and the entrepreneurial process is not limited to profit seeking motives
- To develop an appreciation for a collaborative and active learning environment

The course will be organized around the following key themes:

- Definitions of social entrepreneurship and the social entrepreneurial process
 - For-profit; non-profit and public sector
- Definitions and principles of Trauma Informed Care [TIC]; an understanding of trauma informed approaches to developing innovative and scalable solutions
- The role and characteristics of the “Hero” social entrepreneurs and their role as change-maker; leader; motivator
- Developing sustainable high impact organizations
- The role of the different forms of social capital and their implications on community development

Course format

We will approach our course as an **innovation lab** where we will focus on developing solutions to community problems. The course will combine several delivery modalities **including structured discussion**, lectures, peer learning via individual discussion and group work, online video materials, and visits from experts to deliver course content. **We**

will primarily use discussion and active learning as opposed to traditional lectures.

Therefore, during a typical class meeting we will engage in debates and structured reflections. It is **expected that you will come to class having analyzed the assigned readings.** Throughout the course you will be pushed to improve your critical thinking, communication and persuasive writing skills.

Innovation labs

Our course is guided by the assertion that - **that active learning takes place in an environment where the construction of knowledge occurs in collaboration with others. Collaboration and peer learning are key components of our success this semester.** Therefore, during our innovation labs we will engage in active learning sessions where we *brainstorm solutions* and *discuss the challenges* faced by the teams. Teams are expected to bring to the table a problem/challenge that they are having in developing their solution or discussion items that may help other teams in their solution development [i.e. as teams do their research you come across ideas / innovations that could be shared with the class and assist other teams; or you could be facing a challenge that other teams may potentially face etc]. The goal is to simulate an inter and intra organizational collaborative environment that replicates the social problem solving context where, for example, policy makers, social service providers, private interests and constituents coalesce around an issue.

Course policies

Attendance – Our course requires active participation and discussion. Therefore, it is important that you come to class and be prepared to discuss the readings. If you are unable to attend class because of work, family or other obligation please email me at: kaleach@ualr.edu. More than 2 absences [including from class and team meetings] will lower your grade by a full letter grade.

Blackboard – A Blackboard site is setup for this course. Each student is expected to check the site multiple times every week during the semester. Blackboard will be the primary venue for outside classroom communication between the instructor and students. Students can access the course site at: <https://blackboard.ualr.edu/>

Written work – This is a graduate level course and accordingly all written work, including online discussion posts, will be evaluated not only based on substance and persuasiveness, but also spelling, style, grammar, and organization. Proofread your work prior to submission. All assignments are to be uploaded via Blackboard. No late work will be accepted. **We will use the APA Formatting and Style guide**

Academic integrity – All students are expected to be familiar with the University of Arkansas at Little Rock Integrity Standards. The UALR Academic Integrity Policy can be accessed here: <http://ualr.edu/deanofstudents/academic-integrity/>

Students with Disabilities – Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive

learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinate reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. (UA Little Rock Policy 404.9)

Classroom culture

Electronic devices – the IOT has become an integral part of modern life. However, it is important that IOT is used appropriately. In consideration of your fellow classmates and to maintain an optimal learning environment, please silence your things while you are in class. The use of IOT in class is a privilege and restricted to in-class activities, including taking notes, viewing the lecture slides presented by the instructor, or accessing the internet for class-related information. If the instructor or one of your classmates says something that really strikes you please feel free to #MindBlown #SayWhat!!!!

It is expected that **active learning in our class will depend on quality participation and vigorous discussion**, in an atmosphere of mutual respect among students and the instructor. Be creative and question what you read! All ideas and contributions are encouraged. We will cover controversial social topics. It is important to recognize that others may have different opinions and that we should discuss these issues in a cooperative and respectful manner. Students should feel free to challenge the instructor and one another assured that the classroom is a safe environment to explore not only technical, but also controversial and provocative ideas.

Required text

1. Cnaan, R. A., & Vinokur-Kaplan, D. (Eds.). (2014). Cases in innovative nonprofits: Organizations that make a difference. Sage Publications. ISBN 978-1-4522-7770-7.
2. A Legal Guide for Arkansas Nonprofits and Volunteer Organizations. [pdf on Blackboard]

Recommended

3. Crone, J. A. (2015). How can we solve our social problems?. SAGE Publications
4. Restakis, J. (2010). Humanizing the Economy: Co-operatives in the Age of Capital. New Society Publishers.

Grading

- Participation – 25%

It is important that you come to class and be prepared. **You are expected to read the assigned materials *prior*** to coming to class and be prepared to discuss the material,

respond to questions, and to offer insight. Your participation grade will be based on the following: my evaluation of your preparedness; your in-class discussion; and questions posed.

a. Notes

Prior to each **indicated session [N]**, for each assigned reading you will complete a "NOTES" sheet [please use the blank on the last page of this syllabus]. You may expand onto more than 1 page per reading if need be. These NOTES sheets are critical for your class preparation and our discussion. Read the material carefully with the NOTES questions in mind, complete the NOTES sheet for each reading in a meaningful way, and do not leave any questions blank or incompletely answered. Please bring a copy with you to mark up during the class discussion.

b. Case discussion and questions

Case studies and questions allow you to explore in greater depth the topics covered in class. All students are expected to read and analyze the assigned cases & questions prior to coming to class. On case discussion weeks students will be responsible for an in-class discussion of their analysis [i.e. what do you find integral or critical to their proposed solution]; and potential challenges or issues presented in the cases. **We will analyze the cases and ask how they inform your proposed solution.** Participation grades will be based on thoroughness of case analysis, student participation in the discussion, and critical analysis of counter positions. Participation will be based on the following criteria:

- a. Inclusion of key facts of case study
- b. Attention to key nonprofit concepts in case
- c. Ability to tie case study to course readings
- d. Ability to tie case to current issues and or articles
- e. Appropriateness of discussion & response to questions
- f. Ability to encourage and extend class discussion

- Problem statement / issue paper - 30%

Students will work in teams. Each team will identify and address a wicked community problem facing contemporary American society. The problem statement / issue paper must convince the reader that the wicked problem has undesirable consequences and deserves attention from policymakers or service providers. The problem statement / issue paper will address the following:

- Define the problem
- How long has it been a problem?
- How severe is the problem?
 - Give a sense of the scale of the problem [this could be an indication of demand for your service]
 - Why it matters
- Who is most affected by the problem?
 - Those directly impacted
 - Secondary impacts - i.e. to policy makers and indirect consequences for society

- What places/ locations have been most affected by the problem?
 - Give a sense of the problems pervasiveness
- What historical and contemporary policies have shaped and continue to impact the problem etc [contributing factors]?
- Briefly describe what attempts have been made to solve the problem
 - Critique current approaches
 - What will happen if this problem is not solved [or addressed in an innovative way]
- What are the potential benefits to solving the problem
 - direct benefit to those impacted
 - secondary or spillover benefits to family, community etc.

The problem statement must be **min 12 - 15 pages max**. This limit is intended to force you to clearly define and articulate a problem and present it in a concise format conducive to immediate review. Support your argument with graphs and tables [not included in page count] that illustrates the scope and severity of the issue. You will need to find data, select measures, make comparisons to determine how the problem varies over time and across groups and places, and write about your results. Your paper must be supported by relevant scholarly and grey literature - including government, institutional and research think tank technical reports. **Note: be aware of potential bias in any literature that you utilize.**

The problem statement / issue paper can follow this general outline:

The **introduction** sets the stage for what is to come and should provide the background and rationale – what is this about and why is it important? It should succinctly contextualize the problem in one to three short paragraphs, and include a brief statement of the problem. Recommended length is ~1 page.

Description of the problem. The second section should **describe the specific problem** *your* solution will address. This will serve to focus your team and provide boundaries to your project. Recommended length is ~2 pages.

Literature review. The third section is a brief **review of the relevant literature** pertaining to the proposed problem. Carefully select the articles you review to inform and/or support the need for your solution, for example:

1. Does the literature provide supporting documentation of the existence of the problem you have identified? Your project should not be based solely on your own subjective perceptions, intuition, or opinion. What data illustrates the scope of the problem.
2. *You should review a minimum of 6-8 sources for the problem statement* (many more will be needed for the final paper). The articles should be fairly current (the majority should have been published within the last 10 years; seminal works in the area of interest may be older), and can include both peer-reviewed and grey literature. Edited texts or textbooks may also be appropriate source material.

Websites should be used with extreme caution. Refer to APA guidelines for how to incorporate in-text citations of the articles you review. Recommended minimum length is ~3-4 pages.

The fourth section presents a **policy perspective**: what historical and contemporary policies have shaped and continue to impact the problem. [~2 pages]

The fifth, **how have organizations** [public, private or nonprofit] traditionally **responded**; and why those responses have not worked? [~ 1.5 pages]

Finally, briefly discuss **potential benefits** of solving the problem to those directly and indirectly impacted [~1.5 pages]

- Concept paper – 15%

Innovation and creativity are fundamental skills of the successful public administrator. It becomes even more critical given the complex nature of wicked community problems and the pressures placed on constrained economic and political resources. As you engage with the literature, consider how you and your team would modify your ideas / proposed solutions to address your selected problem. For example, from the readings, what have the authors / cases suggested that you find integral to their proposed solution; what needs to be changed [at the macro, meso, **or** micro level] given the institutional context within which your problem is embedded; are there unique challenges, or opportunities that would **create social value** in the context of your solution. As you develop your concept consider the following:

1. Your starting point will be **how have organizations** [public, private or nonprofit] traditionally **responded**; and why those responses have not worked
2. Next, how does your proposed solution differ
3. Does the literature support the "solution" you have selected to address the problem?
4. Does the literature point to major gaps that your solution can address? Maybe no one else has done what you propose to do ... then that's great!
5. Are there published reports by others who have already done something similar to what you propose to do? If so, critique this literature, and discuss how your project can improve / expand / build on it.

The purpose of the “**concept paper**” is to provide you with a framework for exploring solutions and developing your social venture proposal. The concept paper is a **2-4 page outline of a potential solution**. The concept paper should briefly communicate the problem, potential beneficiaries, proposed solution, outcomes, potential supporters [financial & political], who needs to ‘buy in’ [potential detractors]; identify potential competitors [i.e. who is already doing something similar and why your idea is better], and potential barriers. I will select one or two of the most promising concepts and allocate time for discussion in class. This will provide teams valuable feedback on their proposed solutions. It is critical that students behave ethically in respecting “idea ownership rights”

of others. **Collaborative learning and peer engagement is a fundamental part of the course.**

- Social Venture Project Proposal - 30%

Finally, here is where I expect you to be **creative, innovative**, and **push the boundaries of what is possible**. Building on your concept paper, each student team will develop a new social venture proposal. The proposal and presentation will be targeted to obtain *initial* funding from potential funders such as government agencies, foundations, NGOs, or corporations. For this proposal, you will build on your problem statement, concept paper, and suggest a solution to the problem in the form of a social venture. Note that the term ‘social venture’ is NOT restricted to nonprofit organizations but includes a variety of hybrid organizational forms - including collaboratives of organizations. **Students are expected to explore potential solutions with entrepreneurial vision and creativity.** Again, as a class we will offer each other constructive feedback and critique. I reiterate that this is a safe space, where you should feel free to not only **challenge** the instructor and each other, but **the status quo of how we address social problems!**

In the write up of your proposed venture

1. Clearly state *your* goals for the project [what you hope to accomplish; your mission]
2. What do you propose [your innovation]
 - a. describe the product or services you will provide (e.g., the creation or improvement of an educational tool; a new service; new use for a current intervention; a new collaboration etc)
 - b. discuss how your innovation aligns with Trauma Informed Principles
3. Identify who is already attempting to address the issue and how [overview of the competitive environment]
 - a. poke holes in their approach i.e how is your proposed solution different?
 - b. why do you think your innovation will work - be clear**
 - c. what makes your project unique - be explicit here.**
4. Develop a plan to operationalize your idea
 - a. identify key stakeholders - **who needs to buy in**; use a table to identify 4-5 key stakeholders that represent different stakeholder types and different perspectives on the issue
 - i. identify the values that motivate their interest in the issue and its potential solutions
 - b. who are your potential collaborators**
5. *Speculate within reason* on the economic model or case for sustainability
6. Present your theory of change and logic model
7. Discuss your evaluation methods and criteria [i.e. how will success/ failure be determined & measured]
8. Identify possible challenges
 - a. economic - e.g. local austerity concerns impacting your solutions
 - b. social - e.g. changing intergenerational perspectives / norms
 - c. political - e.g. changing local government priorities

9. List and briefly describe 2 specific legislative solutions that you believe will begin to mitigate your problem [i.e. consider how your proposed solution could become obsolete]. Briefly describe how similar solutions have passed or failed in other locations or jurisdictional levels (~1-2 pages).
10. Close your proposal by describing some advocacy strategies you could use to gain support for, and implement your solution (~1-2 pages).

Key dates:

Problem statement:

- **Draft due - week 6 - 02.27.20**
- **Final draft version due - week 8 - 03.19.20**

Concept paper

- **Draft due - week 10 - 03.26.20**

Social Venture proposal

- **Draft due - week 14**

Final portfolio [inc. final problem statement, concept paper, social venture proposal]

- **All completed deliverables drafts due - week 15**

Final presentation: May 7th; at the Downtown Programs Location

Grading

I will calculate your grades by summing the points you have accumulated and dividing by the total points available (500), to convert your grade to a 100-point scale. Grades will be assigned according to the following:

A	91-100
B	81-90
C	71-80
D	61-70
F	<60

Readings

It is important to note, that **our readings are a guide** and are intended to offer you a starting point or some **conceptual scaffolding** to build upon your idea.

Week		Topic / Readings & Assignments
1	T 01/23	Awkward icebreaker; overly dramatic intros; getting to know each other; and what we're doing over the next few weeks ... #ReadTheSyllabus Pitch your problem: 2-3 mins*

		<p>Pioneering Social Change https://www.youtube.com/watch?v=jk5LI_WcosQ</p> <p>Dees, J. G. (1998). The meaning of social entrepreneurship. Available here: https://entrepreneurship.duke.edu/news-item/the-meaning-of-social-entrepreneurship/</p>
2	Th 01/30 [N]	<p>Definitions of SE and SI I</p> <p>Readings: Cnaan & Vinokur-Kaplan - Chp 1 & 2</p> <p>Defourny, J., & Nyssens, M. (2014). The EMES approach of social enterprise in a comparative perspective. In Social enterprise and the third sector (pp. 58-81). Routledge.</p> <p>Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. Stanford social innovation review, 5(2), 28-39.</p> <p>Recommended Kerlin, J.A. (2006) Social Enterprise in the United States and Europe: Understanding and Learning from the Differences. Voluntas 17, 246 doi:10.1007/s11266-006-9016-2</p> <p>J. Gregory Dees, J., G. & Battle-Anderson, B. (2003). Sector-bending: Blurring lines between nonprofit and for-profit. Society, 40(4), 16-27</p>
3	T 02/06 [N]	<p>Innovation lab & Definitions of SE and SI II</p> <p>Finalize teams & community problem</p> <p>Readings: Sharra, R., & Nyssens, M. (2010). Social innovation: An interdisciplinary and critical review of the concept. Université Catholique de Louvain Belgium, 1-15.</p> <p>Borzaga C., Bodini R. (2012), What to make of social innovation? Towards a framework for policy development, Euricse Working Paper, N.036 12</p> <p>Recommended Auerswald, P. E. (2009). Creating social value.</p> <p>Mulgan, G. (2010) 'Measuring Social Value', Stanford Social Innovation Review.</p> <p>Weerakoon, C., McMurray, A., Rametse, N., & Douglas, H. (2016). The nexus between social entrepreneurship and social innovation. In <i>ACERE Conference</i> (p. 17).</p> <p>Activity: Finalize teams & community problem</p>

4	Th 02/13	<p>Innovation lab & case discussion</p> <p>Readings: Cnaan & Vinokur-Kaplan - Chp 4 & 5</p> <p>Activity [Underlying causes]:</p>
5	T 02/20 [N]	<p>Trauma Informed Approach / Trauma informed nonprofit practice</p> <p>Readings</p> <p>Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. Available here: https://store.samhsa.gov/system/files/sma14-4884.pdf</p> <p>Hummer, V. L., Dollard, N., Robst, J., & Armstrong, M. I. (2010). Innovations in implementation of trauma-informed care practices in youth residential treatment: A curriculum for organizational change. <i>Child Welfare</i>, 89(2), 79.</p> <p>Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: child welfare, education, first responders, health care, juvenile justice. <i>Professional psychology: Research and practice</i>, 39(4), 396.</p> <p>** Wolff, T. (2016). Ten places where collective impact gets it wrong. <i>Global Journal of Community Psychology Practice</i>, 7(1), 1-13.</p> <p>Recommended: Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. <i>American journal of preventive medicine</i>, 14(4), 245-258.</p> <p>Elliott, D. E., Bjelajac, P., Falot, R. D., Markoff, L. S., & Reed, B. G. (2005). Trauma-informed or trauma-denied: principles and implementation of trauma-informed services for women. <i>Journal of community psychology</i>, 33(4), 461-477.</p>
6	Th 02/27	<p>Innovation lab & case discussion</p> <p>Readings: Cnaan & Vinokur-Kaplan - Chp 17 & 18</p>

		Activity: Cumulative Brainstorming
7	T 03/05 [N]	<p>Funding & organizational structure [this is not an exhaustive list]</p> <p>Readings Alter, K. (2007). Social enterprise typology. Virtue ventures LLC. [pg1-12; Chp 2 - pg 13-18; Chp 3 - pg 23-31; Chp 4 - pg 32-51 Available here: https://www.globalcube.net/clients/philippon/content/medias/download/SE_typology.pdf</p> <p>Foster, W. L., Kim, P., & Christiansen, B. (2009). Ten nonprofit funding models. Stanford Social Innovation Review, 7(2), 32–39</p> <p>Recommended</p> <p>Kim, P., Perreault, G., & Foster, W. (2011). Finding your funding model. Stanford Social Innovation Review, 5(7)</p> <p>Social Enterprise Funding models https://changecreator.com/9-business-model-examples-social-enterprises/</p>
8	Th 03/12	<p>Innovation lab & case discussion</p> <p>Readings: Cnaan & Vinokur-Kaplan - Chp 14 & 15</p> <p>Activity: [Storyboarding]</p>
9	Th 03/19	<p>Logic model & theory of change [this will be a living document]</p> <p>Readings W.K. Kellogg Foundation (2001). Logic model development guide: Using logic models to bring together planning, evaluation, & action. Battle Creek, MI: W.K. Kellogg Foundation.</p> <p>Milstein, B., Wetterhall, S. (n.D. b). <i>Section 1. Developing a Logic Model or Theory of Change</i>. Retrieved from http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main</p> <p>Additional references: A beginners guide: https://www.michigan.gov/documents/mentormichigan/Developing_a_Logic_Model_Guidex_403347_7.pdf</p>

		Activities and references:
10	Th 03/26	Spring Break!! #MakeGoodLifeChoices
11	Th 04/02 [N]	<p>Cooperatives and Work Integrated Social Enterprise [WISE]</p> <p>Video: Cleveland Green model https://www.youtube.com/watch?v=4zU8_ofpPyQ</p> <p>Readings</p> <p>Alperovitz, G., Williamson, T., & Howard, T. (March 1, 2010). The Cleveland Model. The Nation. Retrieved at: http://www.thenation.com/article/cleveland-model#</p> <p>The Cleveland Evergreen Cooperatives: Building Community Wealth through Worker-Owned Businesses https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/article-wang-filion.pdf</p> <p>Rothschild, J. (2009). Workers' Cooperatives and Social Enterprise A Forgotten Route to Social Equity and Democracy. American behavioral Scientist, 52(7), 1023-1041.</p> <p>Cooney, K. (2015). Social enterprise in the United States: WISEs and other worker-focused models. ICSEM Working Papers, 9.</p> <p>Defourny, Jacques and Nyssens, Marthe, Social Co-Operatives: When Social Enterprises Meet the Co-Operative Tradition (May 20, 2014). Journal of Entrepreneurial and Organizational Diversity, Vol. 2, No. 2 (2013), 11-33. Available at SSRN: https://ssrn.com/abstract=2437884</p> <p>Recommended:</p> <p>Cooney, K. (2016, December). Work Integration Social Enterprises in the United States: Operating at the Nexus of Public Policy, Markets, and Community. In Nonprofit Policy Forum (Vol. 7, No. 4, pp. 435-460). De Gruyter.</p>
12	Th 04/09	<p>Innovation lab & case discussion</p> <p>Readings</p> <p>Cnaan & Vinokur-Kaplan - Chp 3</p> <p>Recommended:</p> <p>Video: The Mondragon Experiment https://www.youtube.com/watch?v=8bcNfbGxAdY</p>

13	Th 04/16	<p>Innovation lab & case discussion</p> <p>Activity: Tell me about your innovation What IS your program? What does your program do? Who comes to your program? Who is served? What do they gain? How do they benefit? How do you know/how would you know that your program is a success?</p>
14	Th 04/23	Innovation lab
15	Th 04/30	Innovation lab
16	Th 05/07	Final team presentations to stakeholders - UA Little Rock Downtown location

8. Name an idea or two this article gave you for your own innovation (You only need to answer this last question for one of the articles each week. You will need to report in class on you idea, so be sure to come to class prepared to discuss).

Folks ... As we move to an online environment here are a couple housekeeping items. All my communication will come via your @ualr.edu email; or via Blackboard Announcements. Please forward your UA Little Rock email to your personal email.

To facilitate course continuity:

1. I will begin meeting with teams via Google Meet on 03.19.20. You can access Google Meet using your @ualr.edu email. We will keep our schedule on Thursdays [although I am flexible about what time on Thursday teams would like to meet] and we will stagger times so I can meet & discuss projects with each team individually.
 - Team leaders, please coordinate with your group members and let me know what time on Thursdays between at 3:30pm-8:30pm would work best for the group for us to discuss your projects. I am open to other times if it is more convenient for the teams. We will use Google Meet for our team meetings.
2. Regarding participation. You are still expected to complete all assigned readings. As noted on our syllabus, you are required to complete a notes sheet [indicated as N on the syllabus]. However, given we will not be meeting face-to-face to have our discussions, I have made the following change:
 - Please upload your note sheet to a folder I have created in Blackboard called “Notes Sheets”.
3. To facilitate our in-class discussion **of articles and cases** we will now use a Blackboard Discussion board. We will start posting responses beginning with the readings for the week of 03.19.20.
 - You are expected to read the assigned material prior to posting on the discussion board. My evaluation will be based on the thoughtfulness of your responses and your engagement in the overall discussion.
 - The minimum expectation is that you make three posts [3] on the discussion board
 - a. First, **post your initial response** to the main questions raised on the discussion board
 - b. Second, **post a reply to two different colleagues’** post. For example, we are scheduled to discuss logic models on 03.19.20. So, I may pose a question such as “what is the difference between an output and an outcome?”. First, you will enter your response. Then, once everyone has entered their responses, you should post a reply to at least two of those original responses.
 - c. Responses are due by midnight on Fridays
 - d. Note: these are the minimum expectations and, just as in class, I expect you to engage with and critique each other.
 - e. Feel free to initiate a weekly discussion by crafting your own questions to the weekly theme.
 - f. Please note that with several courses transitioning to Blackboard, the platform may slowdown, crash and/or become unstable.
4. Add me to your problem statement, concept paper, and social venture proposal draft documents in Drive.
 - This will allow me to provide realtime feedback on each of the drafts as we move along; and assess individual team member contributions
 - All other draft due dates remain the same as listed on the syllabus. These are drafts, so the move online will make it easier for us to have rolling edits/suggestions on the document
 - I have created a folder in Blackboard for you to upload your final portfolio. The final portfolio should be one document that combines: your problem statement, concept paper, and social venture proposal.

5. Hopefully we would be able to do our final presentations on Thursday 05.07.20. If not, we will move the presentation online. I am exploring options here [e.g. TikToc, Youtube, Vimeo etc] and will make a final decision the week after Spring Break. If you have any ideas please feel free to share.

ALTERNATIVE GRADING OPTIONS DUE TO COVID-19

Because of the university's move to credit/no-credit grading this semester, AND due to the changes in instruction necessitated by the Covid-19 virus, you are eligible to contact me about switching to a Credit / No Credit [Cr/NC] grading, instead of a letter grade. I have outlined below what you would need to do to pass the class with a "credit" grade. Here are the minimum requirements for making the request:

1. Since your work is team based, you are required to have completed with a minimum of a C or better the tasks outlined in your roles and responsibilities.
2. At a minimum you must complete the problem statement, and social venture proposal.

My suggestion is that if you think you will earn either an A or a B in the class, to not switch over to the Cr/NC option, since the Cr/NC grade will not be computed into your total GPA. You can also consult this [Student FAQ](#) and the [CR/NC "Decision Tree"](#) to see if the CR/NC grading option will benefit you.

If you are interested in doing this, please contact me by email at kaleach@ualr.edu by Friday, May 1 at 12:00 noon.

Please let me know if you have any questions or are having any difficulty accessing Blackboard. We will get through this together!