

Course Syllabus – Spring 2023

Course **ENT 4340** Sections 201,202,203,204,205,206 & 501
IMS 4335 Sections 201,202,203,204,205,206 & 501

Course Title **Social Sector Entrepreneurship & Community Engagement**



Professors Robert Wright
 MaryBeth Fickel
 Xiaowen Tan (Teaching Assistant)

Term Spring 2023

Meetings **Jan. 17 – Feb. 14** Tuesdays 7:00pm – 9:45pm (In Person or via Microsoft Teams)
Feb. 20 – May 2 Weekly meetings (In Person or via Microsoft Teams) at **one** of the following assigned times:
 Mondays 8:30am – 9:45am, 10:00am – 11:15am, 11:30am – 12:45pm
 Wednesdays 8:30am – 9:45am, 10:00am – 11:15am, 11:30 am – 12:45 pm

Instructor Contact Information - *preferred method of contact

	Office Phone	Other Phone	Office Location	Email Addresses	Office Hours
Robert Wright Professor	(972) 883-5960 (unavailable)	(214) 695-3747	JSOM 4.102 (unavailable)	rgw091000@utdallas.edu*	By appointment at rgw091000@utdallas.edu
MaryBeth Fickel Program Manager	(972) 883-5958	(214) 641-2433	JSOM 4.211	mbn012000@utdallas.edu*	By appointment at mbn012000@utdallas.edu
Xiaowen Tan Teaching Assistant		(469) 238-5474		Xiaowen.Tan@UTDallas.edu*	By appointment at Xiaowen.Tan@UTDallas.edu

General Course Information

Pre-requisites, Co-requisites, & other restrictions	None
Course Description	<p>Social entrepreneurship is a rapidly developing field of business in which entrepreneurs are using business methods to help solve social and environmental challenges otherwise ignored or missed by commerce and addressed with often unsustainable donor-driven models by the nonprofit sector. In this evolving landscape, social entrepreneurs are at the vanguard of creating new business models for neglected markets. As the traditional lines blur among nonprofits, government, and business, it is critical that business students understand the opportunities and challenges in this new landscape. Through course readings, case discussion, executive mentorship, faculty coaching and student projects and presentations this course will explore this emerging field. Students will learn the nonprofit landscape and how to address the issues they face. Students will be expected to complete a project for a local nonprofit organization and prepare a summary document for presentation to the class and their nonprofit sponsor. The Socratic style of discussion will be used, and a premium will be placed on innovative, limit-pushing thought and dialog by each student in class.</p> <p>The course will be structured around four elements that will be interwoven throughout:</p> <ul style="list-style-type: none"> • The fields of nonprofit management and social entrepreneurship • The situations, resources and business structures used by nonprofit executives and social entrepreneurs • The mechanics, tensions, and realities of managing a nonprofit or a social enterprise • The potential for scaling social and environmental solutions profitably applying business methods.

Learning Outcomes	<p>Upon successful completion of the course, students can expect to have:</p> <ol style="list-style-type: none"> 1. Acquired an understanding of the fields of nonprofit management and social entrepreneurship. 2. Met leading nonprofit executives and social entrepreneurs who are using business skills to address complex social and environmental problems in sustainable ways; and 3. Developed a consultant-like project presentation suitable for presentation in a board meeting
Required Texts & Materials	<ul style="list-style-type: none"> ▪ Worth, M. J. (2021). <i>Nonprofit Management: Principles and Practice</i>. (6th Edition) Sage.
Suggested Texts & Materials	None

Assignments & Academic Calendar

The course has been designed to allow flexible management of your time. Grades will be based on team and individual work assignments (WA's), which will include case analyses, project milestone reports, one midterm exam, a final project presentation, peer and client review, and your attendance and contributions to class discussions. Assignments, their due dates, page limits, and their relative weights in determining your final grade are summarized in the table below:

Work Assignment	Due Date	Team or Individual	Format	Paper Length	Weight
1. Case Presentation	As assigned	Team	PowerPoint	As necessary to complete the assignment	10%
2. Team Charter	Feb. 3 @ 11:59pm	Team	Template found in EduSourced	As necessary to complete assignment (uploaded to EduSourced)	2.5%
3. Project Charter	Feb. 10 @ 11:59pm	Team	Template found in EduSourced	As necessary to complete assignment (uploaded to EduSourced)	2.5%
4. Project Plan	Feb. 17 @ 11:59pm	Team	Template found in EduSourced	As necessary to complete assignment (uploaded to EduSourced)	2.5%
5. Project Progress Report 1	Feb. 20 (in class) or Feb. 22 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
6. Mid-Term Exam	Feb. 24 @ 11:59pm	Individual	Multiple Choice	50 online questions (through eLearning)	20%
7. Project Progress Report 2	Feb. 27 (in class) or Mar. 1 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
8. Project Progress Report 3	Mar. 6 (in class) or Mar. 8 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
9. Project Progress Report 4	Mar. 20 or Mar. 22 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%

10. Project Progress Report 5	Mar. 27 (in class) or Mar. 29 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
11. Midterm Team Survey and Course Review	Mar. 31 @ 11:59pm	Individual	eLearning/ Edusourced	online survey	1.25%
12. Project Progress Report 6	Apr. 3 (in class) or Apr. 5 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
13. Project Progress Report 7	Apr. 10 (in class) or Apr. 12 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
14. Project Progress Report 8	Apr. 17 (in class) or Apr. 19 (in class)	Team	PowerPoint	As necessary to complete the assignment	2.5%
15. Final Project PowerPoint and Oral Presentation	Apr. 21 @ 11:59pm	Team	PowerPoint & Oral Presentation	PowerPoint slides sufficient to support 12-minute presentation (emailed to professors); 12-minute oral presentation (to follow as indicated in Course outline)	20%
16. Peer review	May 5 @ 11:59pm	Individual	Template found in EduSourced	EduSourced Survey	1.25%
17. Participation	each session	Individual		Discussion of Key Concepts	20%
					100%

Written feedback will be provided on each written assignment

Reports and Documents

- a. This course will use a web-based system called EduSourced that is designed for activities in project-based courses. All key course documents or materials *related to your course project* will be available through EduSourced. Assignments (deliverables) *related to your course project* will be submitted through this system as well. *All other written assignments* will be submitted through eLearning.
- b. It is your responsibility to ensure you have internet access to submit deliverables by the scheduled due dates. **Deliverables must only be submitted via EduSourced or eLearning as appropriate. Email submission of any assignment, deliverable, or document to an instructor receives a grade of zero, no exception.**
- c. **A late assignment will receive a grade of zero or "F", and there will be no make-up. If an assignment is a team assignment, all team members will receive a grade of zero or "F", and there will be no make-up.** This policy is strictly enforced because it is an integral part of developing skills expected in the professional community. Teams are advised to have a process in place to make sure that team deliverables are submitted on time.

- d. Computer problems, lack of network access, and extended upload times for large documents are not acceptable excuses for late submissions. Do not submit documents a few minutes before the deadline, instead, allow yourself enough time in case there is an issue with your system, internet or document. Submitting deliverables well ahead of deadlines is the best way to avoid complications due to unexpected, last-minute problems.
- e. It is your responsibility to ensure submitted documents have been uploaded properly and are available online to stakeholders. If you have difficulty in uploading your documents to EduSourced, then try changing the browser, clearing cookies and cache, and turning off pop-up blockers. If still unable to upload your documents, then contact JSOM helpdesk at (972) 883-5800. Lastly, you may want to ask one of your team members to upload the document on-time.
- f. **Due to diversity of projects and activities in this course, team members are expected to communicate to their instructor any issues which they feel may affect their performance in this course (e.g., difficulties/issues with team members or your nonprofit client). If you are fired by your team or if your team is fired by your client, you will not pass this course (no exception).**
- g. **Emails that do not include your name, class section, and group number in the subject line will not be answered.**

Formatting your documents:

Throughout the semester, you will be utilizing several predefined templates to prepare specific deliverables such as a project charter or project plan. Microsoft Office products such as Word, Excel, PowerPoint, and MS Project are required for completing such assignments.

Note: You MUST maintain the format of each template and name your files according to the naming convention scheme. If you alter the format, you will receive a grade of zero or “F”, and there will be no make-up. If an assignment is a team assignment, all team members will receive a grade of zero or “F”, and there will be no make-up.

- a. NO PDF, RAR, Zip or a graphic file is acceptable (automatic zero if submitted, no exceptions). Always submit original Microsoft files only (Word, Excel, PowerPoint, or Project).
- b. DO NOT change the format of the templates (fonts, headers, size, etc.).
- c. If you use “Google Docs” for collaboration between your team members, then be advised that when you download your file, typically, the formatting will be stripped, and your document will not have the same formatting as the original template. In that case, you need to copy the content and paste it back into the template. If you submit the “google docs” version, your entire deliverable will receive a grade of zero.
- d. Templates have headings such as “Project Scope” or “Project Risks”. Make sure you write at least a paragraph before you begin listing your bullets or adding a table, or a graphic or a chart.
- e. All tables, diagrams, charts, and graphics are numbered sequentially. Each table should have a number and you need to refer to it within your content area. For example, in your paragraph, you should not have “see table below”, instead you should have “see Table 1” or “see Diagram 1” or “Table 1 indicates that...” or “Diagram 1 indicates that...”, and the letter “T” or “D” of each word should be capitalized.

• **EduSourced Useful Links.** The following links might be useful for using EduSourced.

- UTD think-cell software: <https://www.utdallas.edu/oit/howto/think-cell/>
- UTD Library database tutorials: <https://libguides.utdallas.edu/jsom-video-tutorials>
- EduSourced training: <https://edusourced.zendesk.com/hc/en-us>
- EduSourced, companies submit projects to JSOM: <https://utsolv.edusourcedapp.com/submit>
- EduSourced training: <https://edusourced.zendesk.com/hc/en-us>
- UTSolv Support: utsolve@utdallas.edu

Rubrics

The following rubrics will be used for assessing the overall quality of deliverables.

Case Presentation

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to summarize the <i>important facts</i> of the case	No separation between important facts and extraneous facts.	Important facts are lightly defined. Extraneous facts cloud the issue(s).	Important facts are adequately identified. Extraneous facts are confusingly intermingled.	Important facts are thoroughly and clearly identified. Extraneous facts are ignored.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to identify the issue(s) presented by the case and <i>connect the issue to concepts discussed in the reading assignment</i>	Issue(s) is/are missing or not well defined; connection to the reading assignment is missing or not well defined	Issue(s) is/are lightly defined; connection to the reading assignment is lightly made.	Issue(s) is/are adequately defined; connection to the reading assignment is adequately made.	Issue(s) is/are thoroughly and clearly defined. Connection to the reading assignment is thoroughly and clearly made.
Students will be able to analyze the case with reference to the reading assignment	Issue(s) is/are missed. Reference(s) to reading is/are missing.	Issue(s) is/are lightly defined. Reference(s) to reading is/are present but not developed.	Issue(s) is/are adequately analyzed. Reference(s) to reading is/are present but not supportive.	Issue(s) is/are thoroughly and clearly analyzed. Reference(s) to reading is/are well connected.
Students will be able to recommend appropriate action and explain reasoning	Recommendations are missing and lack support.	Recommendations are lightly described, and support is loosely connected.	Recommendations are adequate but support is weak.	Recommendations are well considered and supported.

Team Charter Rubric

Team charter defines the purpose of the team and sets ground rules for working together including expectations, communication frequency and methods, how decisions will be made, and how conflicts will be handled.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to define the mission and objectives of the team	Mission and objectives of the team are missing or not well defined.	Mission and objectives of the team are lightly defined.	Mission and objectives of the team are adequately defined.	Mission and objectives of the team are thoroughly and clearly defined.
Students will be able to define the operating guidelines of the team	Operating guidelines of the team are missing or not well defined.	Operating guidelines of the team are lightly defined.	Operating guidelines of the team are adequately defined.	Operating guidelines of the team are thoroughly and clearly defined.
Students will be able to define communication guidelines of the team	Communication guidelines of the team are missing or not well defined.	Communication guidelines of the team are lightly defined.	Communication guidelines of the team are adequately defined.	Communication guidelines of the team are thoroughly and clearly defined.
Students will be able to define the roles and responsibilities of each member of the team	Roles and responsibilities of team members are missing or not well defined.	Roles and responsibilities of team members are lightly defined.	Roles and responsibilities of team members are adequately defined.	Roles and responsibilities of team members are thoroughly and clearly defined.

Project Charter Rubric

Project Charter document provides high-level information about the business problem and related items such as deliverables, milestones, critical success factors, etc.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to describe the project background and the overall business needs.	Project background and overall business needs explanation is either missing or is not enough.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.
Students will be able to describe the preliminary project scope, milestones, and assumptions.	Scope, milestones, and assumptions are either missing or are not enough.	Scope, milestones, and assumptions are lightly explained.	Scope, milestones, and assumptions are adequately explained.	Scope, milestones, and assumptions are thoroughly and clearly explained.
Students will be able to describe the critical success factors and identify key stakeholders.	Critical success factors and key stakeholders are either missing or are not enough.	Critical success factors and key stakeholders are lightly explained.	Critical success factors and key stakeholders are adequately explained.	Critical success factors and key stakeholders are thoroughly and clearly explained.
Students will be able to clearly define success.	Success criteria are either missing or are not sufficiently explained.	Success criteria are lightly explained.	Success criteria are adequately explained.	Success criteria are thoroughly and clearly explained.

Project Plan Rubric

Project Plan is a detailed document that explains the project, scope, milestones, management approaches, and other important aspect of the project.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to explain both the project background and business needs in detail.	Project background and overall business needs explanation is either missing or is not enough.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.
Students will be able to describe the project scope, milestones, and assumptions.in detail.	Scope, milestones, and assumptions are either missing or are not defined correctly.	Scope, milestones, and assumptions are lightly defined and explained.	Scope, milestones, and assumptions are adequately defined and explained.	Scope, milestones, and assumptions are thoroughly defined and clearly explained.
Students will be able to explain assumptions, constraints, dependencies, and critical success factors in detail.	Assumptions, constraints, dependencies, and critical success factors are either missing or are not defined correctly.	Assumptions, constraints, dependencies, and critical success factors are lightly defined and explained.	Assumptions, constraints, dependencies, and critical success factors are adequately defined and explained.	Assumptions, constraints, dependencies, and critical success factors are thoroughly defined and clearly explained.
Students will be able to explain in detail how various aspects of the project will be managed, including risks, actions, issues, conflicts, and communication criteria.	The explanation of how various aspects of the project will be managed throughout the lifecycle are either missing or not defined properly or are not relevant.	The explanation of how the various aspects of the project will be managed throughout the lifecycle are lightly defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle are adequately defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle are thoroughly defined and clearly explained.

Project Progress Reports

Project Progress Reports are PowerPoint slides to support a section of the final presentation.

Project Progress Report 1

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to create a series of slides that summarize the key qualities of the organization and frame the business problem in that context.	A series of slides to address the organization, business problem, and context are either missing, not enough, or vaguely explain the business problem or are not relevant.	A series of slides to address the organization, business problem, and context lightly explain the business problem and seem lightly relevant.	A series of slides to address the address the organization, business problem, and context are relevant and explain the business problem adequately.	A series of slides to address the organization, business problem, and context are relevant and thorough and clearly explain the business problem.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to create a series of slides that describe the <i>developing solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned.	The slides that describe the <i>developing solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are either missing or are very weak.	The slides that describe the <i>developing solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are lightly done and appears to be weak.	The slides that describe the <i>developing solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned adequately explain the solution and recommendations appear to be relevant and interesting.	The slides that describe the <i>developing solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are excellent, relevant, and very interesting.

Project Progress Report 4

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to create a series of slides that describe the <i>developed solution</i> , recommendations, their projected impact, and lessons learned. – Part 2	The slides that describe the <i>developed solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are either missing or are very weak.	The slides that describe the <i>developed solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are lightly done and appears to be weak.	The slides that describe the <i>developed solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned adequately explain the solution and recommendations appear to be relevant and interesting.	The slides that describe the <i>developed solution</i> , their reliance on course content, recommendations, their projected impact, and lessons learned are excellent, relevant, and very interesting.

Project Progress Report 5

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to describe the twists and turns their problem has taken over the course of their engagement	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.

Project Progress Report 6

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to describe their lessons learned and personal reflection on the meaning of the project	Lessons learned and personal reflection on the meaning of the project are very vaguely explained.	Lessons learned and personal reflection on the meaning of the project are lightly addressed.	Lessons learned and personal reflection on the meaning of the project are adequately addressed.	Lessons learned and personal reflection on the meaning of the project are clearly and thoroughly addressed.

Project Progress Report 7

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to finalize the slide deck appropriately, including graphically, summarize in an executive summary slide, and present convincingly as a team. (This is the team's first rehearsal.)	The deck is very weak. Graphics are poor. The executive summary slide is missing or poorly formulated. The team presentation is poor.	The deck slightly wraps up the effort and is not strong enough. Graphics are weak. The executive summary fails to provide an overview of the project. The team presentation is inadequate.	The deck wraps up the effort and is adequate. Graphics are OK. The executive summary provides an adequate overview of the project. The team presentation is adequate but uninspiring.	The deck is detailed and very strongly wraps up the effort. Graphics are satisfying. The executive provides a fulsome overview of the project. The team presentation is compelling and professional.

Project Progress Report 8

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students tell the story of their project. Students are prepared to present. (This is the team's final rehearsal.)	No story arc. The slides are disorganized. Graphics are poor. No summary slide. Presentation is boring and difficult to follow. Presentation lacks enthusiasm.	The story meanders and is difficult to follow. Graphics are missing. Too many words. Presentation is uneven and difficult to follow.	Story arc is present but unconvincing. Graphics are present and somewhat relevant. Presentation is adequate but uninspiring.	Story arc carried the presentation to a satisfying conclusion. Graphics are beautiful and pertinent. Presentation is inspiring.

Final Project Presentation Rubric

Final Presentation is a series of slides that students present to the client and the class at the end of the semester that encapsulates the business problem and the developed solution with its related business recommendations.

Measure	Poor (Score 0)	Fair (Score 2-5)	Good (Score 6-9)	Excellent (Score 10)
Students will be able to create an executive summary slide. Students are prepared to present.	Executive summary slide is either missing or very vaguely explains the overall project and its overall solution. Presentation is disorganized.	Executive summary slide lightly addresses the project and its overall solution. Presentation is choppy.	Executive summary slide adequately addresses the project and its overall solution. Presentation is adequate.	Executive summary slide thoroughly and clearly addresses the project and its overall solution. Presentation is inspiring.
Students will be able to create a series of slides that summarize the key qualities of the organization and frame the business problem in that context.	A series of slides to address the organization, business problem, and context are either missing, not enough, or vaguely explain the business problem or are not relevant.	A series of slides to address the organization, business problem, and context lightly explain the business problem and seem lightly relevant.	A series of slides to address the organization, business problem, and context are relevant and explain the business problem adequately.	A series of slides to address the organization, business problem, and context are relevant and thorough and clearly explain the business problem.
Students will be able to create a series of slides that describe the developed solution, recommendations, their projected impact.	The slides that describe the developed solution, recommendations, and their projected impact are either missing or are very weak.	The slides that describe the developed solution, recommendations, and their projected impact are lightly done and appear to be weak.	The slides that describe the developed solution, recommendations, and their projected impact are adequately explained, and the solution and recommendations appear to be relevant and interesting.	The slides that describe the developed solution, recommendations, and their projected impact are excellent, relevant, and very interesting.
Students will be able to describe the twists and turns their problem has taken over the course of their engagement	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.	One or more slides to explain the difference between the project they began and the project they delivered are either missing, not enough, or vaguely explain the difference or are not relevant.
Students will be able to describe their lessons learned and personal reflection on the meaning of the project the project.	Lessons learned and personal reflection on the meaning of the project are very vaguely explained.	Lessons learned and personal reflection on the meaning of the project are lightly addressed.	Lessons learned and personal reflection on the meaning of the project are adequately addressed.	Lessons learned and personal reflection on the meaning of the project are clearly and thoroughly addressed.
Students will communicate the role of their nonprofit to the community, the impact of the project on the organization and themselves, what they learned, and inspire their client and the audience.	Overall quality is poor, leaving the client and the audience wondering "What was the point?"	The presentation and supporting deck are thin and boring. The client and audience are left to wonder "So what?"	The presentation and supporting deck are adequate. The client and audience wish there was more.	The presentation and supporting deck are compelling. The client and audience are impressed.

Case Presentation. Each team will present one case accounting for ten percent (10%) of your grade. The case presentation will consist of a PowerPoint presentation and leading class discussion for up to 15 minutes.

Exam. There will be one (1) exam for this class accounting for twenty percent (20%) of your grade. The exam will consist of fifty multiple-choice questions offered online. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information.

Final Presentation. Each team will be responsible for a final team presentation accounting for forty-seven and a half percent (47.5%) of your grade in a PowerPoint presentation with oral presentation and team charter, project charter, and project plan.

Class Participation. Twenty percent (20%) of your grade will be based on the quality of your preparation for and active participation in class discussions. The extent to which you are prepared to engage and drive discussion for the class's benefit will reflect favorably on your grade. If participation becomes an issue, your grade will be impacted.

Peer Evaluations. A peer evaluation process will be utilized to adjust individual grades on all group assignments (maximum range of +/- 20% of the group grade) accounting for two and a half percent (2.5%) of your grade. The peer evaluation will be completed individually on EduSourced on or before [May 5, 2023](#).

Guidelines for Written Assignments

Due Dates. Written assignments (*other than project-related assignments*) will be due no later 8:00 a.m. on the day the assignment is due and should be submitted through eLearning. **A late assignment will receive a grade of zero or "F", and there will be no make-up. If an assignment is a team assignment, all team members will receive a grade of zero or "F", and there will be no make-up.**

Format. Your name (or the group identification and names of all group members), the course number, and the date should appear in a header at the beginning of each page of the document. The file name should identify the course, assignment number, and the group ID. For example, "ENTP 4340_2_Group A5.doc" would identify Group A5's written assignment 2.

Presentation Format and Submission. Use PowerPoint, Word or Excel where indicated. Keep it simple (no videos, sound effects, etc.). Limit animation to that required for an effective presentation. Submit an electronic copy at the time and to the destination indicated in this syllabus.

Writing. Effective written and oral communications are important in the business world. Poor organization, convoluted sentences, mangled grammar, and misspelled words will be considered in the evaluation of your work and ideas.

Course Outline

SESSION DATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
S01 1/17/23	<u>Course Introduction; Overview of the Nonprofit Sector; Social Entrepreneurship</u> Required Reading: <ul style="list-style-type: none"> ▪ Syllabus In-Class Activity: Discussion of class structure, rules, and expectations	<u>No Written Assignment Due.</u>
S02 1/24/23	<u>Overview of the Nonprofit Sector; Social Entrepreneurship; EduSourced</u> Required Reading: <ul style="list-style-type: none"> ▪ Worth: <i>Nonprofit Management: Principles and Practice</i>: Chs. 2 and 16, pp 18-51; 444-461 Cases: <ul style="list-style-type: none"> • Case 1 – <i>Social Enterprise within a Nonprofit Organization: Independence Matters</i> • Case 2 – <i>To Start or Aid an Existing Organization: No Good Deed Goes Unpunished</i> • Case 3 – <i>When Mission and Money Collide: What is the Essence of a Nonprofit?</i> • Case 4 – <i>Why Bylaws Matter: A Hostile Takeover Attempt</i> • Case 5 – <i>When Donors Don't Want to Fund Overhead: In Over Her Overhead</i> • Case 6 – <i>Cross-Cultural Clash: An Unhealthy Dynamic</i> • Case 7 – <i>Ngo Accountability: Too Much of a Good Thing?</i> • Case 8 – <i>The Organic Nonprofit: Feet First</i> Required Viewing: <u>How to use EduSourced</u> <u>https://www.youtube.com/watch?time_continue=312&v=K_rFmILHbWM&feature=emb_logo</u> In-Class Activity: Discussion of reading and case analyses; EduSourced	<u>Case Presentation (as assigned).</u>

<p>S03 1/31/23</p>	<p><u>Governing and Leading Nonprofits and Social Enterprises (Governing Boards and Executive Leadership)</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Worth: Nonprofit Management: Principles and Practice: Chs. 4 and 5, pp.81-142 <p>Cases:</p> <ul style="list-style-type: none"> • Case 9 – <i>Conflict of Interest: Dream It Do It</i> • Case 10 – <i>Hiring Board Members as Staff: A Family’s Love</i> • Case 11 – <i>The Board’s Role in CEO Evaluation: The Leader Who Stayed Too Long</i> • Case 12 – <i>The Rubber-Stamp Board: Don’t Walk—Run!</i> • Case 13 – <i>Policy Disputes: The Wrong Climate for Discussion</i> • Case 14 – <i>Setting Strategy: Finding your Organization’s North Star</i> • Case 15 – <i>The Board’s Role in Executive Transition: The Executive Who Moved Too Fast</i> • Case 16 – <i>CEO Pay: Too Much of a Good Thing?</i> • Case 17 – <i>Challenges of Executive Search: Lost and Found</i> • Case 18 – <i>Toxic Leadership: The Queen Bee</i> <p>In-Class Activity: Discussion of reading and case analyses</p>	<p><u>Case Presentation (as assigned).</u></p>
<p>S04 2/7/23</p>	<p><u>Managing Nonprofits and Social Enterprises (Measuring Performance, Financial and Risk Management)</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Worth: Nonprofit Management: Principles and Practice: Chs. 6 and 12, pp. 143-182 and 327-362 <p>Cases:</p> <ul style="list-style-type: none"> • Case 19 – <i>Establishing Metrics: What Comes Out of a Backpack</i> • Case 20 – <i>When Outcomes Fail to Meet Established Benchmarks: A Problem of Scale</i> • Case 21 – <i>When the Program Isn’t Working: An Out-Of-Control Group</i> • Case 22 – <i>Decision Making: The Spoils of a Budget Surplus</i> • Case 23 – <i>Misallocation of Grant Money: When the Figures Do Not Compute</i> • Case 24 – <i>Transparency: The Risk of Silence</i> • Case 25 – <i>Stolen Information: The Wrong Kind of Data Dump</i> • Case 26 – <i>Theft: Too Many Cooks in The Kitchen</i> • Case 27 – <i>Internal Systems: At the Breaking Point</i> • Case 28 – <i>Integrating Technology: Reforming the System</i> <p>In-Class Activity: Discussion of reading and case analyses; assignment of nonprofits</p>	<p><u>Case Presentation (as assigned).</u></p>
<p>S05 2/14/23</p>	<p><u>Managing Nonprofits and Social Enterprises – (Fundraising, Earned Income, and Government Contracts; Advocacy and Lobbying)</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Worth: Nonprofit Management: Principles and Practice: Chs. 13-15, pp. 364-442 <p>Cases:</p> <ul style="list-style-type: none"> • Case 29 – <i>Deciding When to Hire Staff: Family Feud</i> • Case 30 – <i>Donor Management: The Big Gift</i> • Case 31 – <i>Endowments: To Spend Now or Save For a Rainy Day</i> • Case 32 – <i>Accounting for Fund-Raising Costs: Helping Those Most in Greed</i> • Case 33 – <i>Social Media: A Fund-Raising Cure or A Potent Virus?</i> • Case 34 – <i>Meeting Your Mission: To Take a Public Position or Not?</i> • Case 35 – <i>Public Policy Versus the Bottom Line: Living Wage Rage</i> • Case 36 – <i>Staff Advocacy: Activism That Blurs Boundaries</i> <p>In-Class Activity: Discussion of reading and case analyses; test review</p>	<p><u>Case Presentation (as assigned).</u></p>
<p>S06 2/20/23 or 2/22/23</p>	<p><u>Project Progress Report Number 1</u></p> <p>In-Class Activity: Review projects.</p>	<p><u>In-Progress PowerPoint to Support Discussion</u></p>
<p>S07 2/27/23 or 3/1/23</p>	<p><u>Project Progress Report Number 2</u></p> <p>In-Class Activity: Review projects.</p>	<p><u>In-Progress PowerPoint to Support Discussion</u></p>

S08 3/6/23 or 3/8/23	<u>Project Progress Report Number 3</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S09 3/13/23 through 3/18/23	<u>NO CLASS – Spring Break</u>	<u>No Written Assignment Due.</u>
S10 3/20/23 or 3/22/23	<u>Project Progress Report Number 4</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S11 3/27/23 or 3/29/23	<u>Project Progress Report Number 5</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S12 4/3/23 or 4/5/23	<u>Project Progress Report Number 6</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S13 4/10/23 or 4/12/23	<u>Project Progress Report Number 7</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S14 4/17/23 or 4/19/23	<u>Project Progress Report Number 8</u> In-Class Activity: Review projects.	<u>In-Progress PowerPoint to Support Discussion</u>
S15 4/24/23 or 4/25/23 or 4/26/23 or 4/27/23 or 4/28/23 or 5/1/23 or 5/2/23	<u>Final Presentations</u>	<u>Final PowerPoint to Support Oral Presentation</u>

Course Policies

Grading (credit) Criteria	Grade Scale		
	A+	> 96.7	rare, premium given for superior performance and participation far above the norm
	A	93.3 – 96.7	outstanding performance well above standard
	A-	93.2 – 90.0	
	B+	89.9 – 86.7	fully meets the requirements of the course
	B	86.6 – 83.3	
	B-	83.2 – 80.0	deficient performance and participation
	C+	79.9 – 76.7	significant deficiencies in performance and participation
	C	76.6 – 73.3	
	C-	73.2 – 70.0	
D	69.9 – 60.0		
F	<60.0		
Grading Policy			
<p>Grades will be based on team and individual work assignments (WA's), exams, peer evaluation, and your attendance and contributions to class discussions. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated. Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts, and issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the student's grade as part of class participation.</p>			
Make-up Exams, Extra Credit, Special Assignments	Not available.		
Late Work	No credit for late work.		
Class Attendance	Will be taken and included in class participation assessment. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty.		
Class Participation	Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct .		
Class Recordings	<p>Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.</p> <p>The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.</p>		
Classroom Citizenship	Active participation, common courtesy for others		
Comet Creed	<p>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</p> <p><i>"As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p>		

Academic Support Resources	The information contained in the following link lists the University's academic support resources for all students. Please go to http://go.utdallas.edu/academic-support-resources .
UT Dallas Syllabus Policies and Procedures	The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the sections regarding the credit/no credit grading option and withdrawal from class. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.