SOCIAL ENTREPRENEURSHIP
ENTP 4340.501   SPRING 2013

Class Meeting: Wednesday 7:00 – 9:45 PM, MC 1.608 **Final Exam:** May 8, 2013 **Office Hours:** _____ _:00 – _:30 PM or by appointment	**Robert G. Wright** **Office:** JSOM TBD **Email**: wright.bob@gmail.com **Phone:** Wright office: (214) 695-3747

COURSE OBJECTIVES:

This course will explore the role and importance of the nonprofit sector and the unique place it occupies in 21st Century American life. The defining feature of early America, according to Alexis de Tocqueville, was small groups of citizens banding together to do good works. Today, early in the 21st Century, we rely significantly and increasingly on nonprofits (or social enterprises) to provide important social services. The course will develop theoretical and practical frameworks appropriate for understanding the processes and challenges of businesses operating in the social sector. Student teams will work with selected local social enterprises – focusing on the issues and challenges of mission definition, service delivery, business practices, fund-raising, and governance – to address a defined objective.

In this course, student teams will "adopt" one of several pre-selected, UTD-campus-affiliated social enterprises and apply business practices to build organizational capacity. Through a series of meetings with each social enterprise leader, the teams will complete a written assessment and class presentation of the selected organization and an area critical to the social enterprise's success.

Many of the skills learned and sharpened will be transported from and transferable to a traditional entrepreneurial business. Those who successfully complete this course will be better prepared for career opportunities that provide significant personal satisfaction and professional stability.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand the context and role of social enterprises in 21st-century American life, including the unique qualities and relationships with the general economy
- Understand the structures, business models, funding sources and operational challenges encountered in nonprofit organizations
- Demonstrate the ability to apply the concepts and practices presented in the readings and lectures to the challenges encountered in social enterprise organizations
- Demonstrate the ability to analyze, prioritize, develop and communicate appropriate recommendations for action concerning the organizational challenges encountered by the typical social enterprise; and
- Understand the importance of data and empathy to decision-making.

REQUIRED COURSE MATERIALS

- **Ellis, Wright, Smith**, The Little Green Book of Venture Philanthropy. Social Venture Press. TX. ISBN Applied For (2007) (provided at first class)
- **Brooks,** Social Entrepreneurship: A Modern Approach to Social Value Creation.. ISBN-13: 978-0-233076-3 (2009) (available at the bookstore)
- **Electronic Readings**: As indicated in the syllabus

The *Little Green Book of Venture Philanthropy* and copies of reading assignments will be distributed in the first class.

SELF-INTRODUCTION

Each student should post a Self-Introduction in the Discussion area of eLearning prior to the first class. Guidelines are provided on the eLearning Discussion page. This information will be used to set up our grade book and assist in the formation of groups for the course.

FORMATION OF GROUPS

This course is structured for teams of three to four students. Students will be provided an opportunity to form teams during the first session of the course. A list of the members of each group (with name, email and telephone contact information) should be turned in to the instructor by email prior to class on January 23, 2013.

LECTURE NOTES

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (https://elearning.utdallas.edu) under course ID ENTP 4340.501. You should be able to access eLearning with your UTD Unix ID and password. Call computer services at (972) 883-2911, if you need assistance.

COURSE REQUIREMENTS & GRADING:

The list of assigned readings is attached. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions are important parts of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be no quizzes. Your grade will be based on your written assignments, oral presentations, and contributions to class discussions. These assignments, their due dates, page limits, and their relative weights in determining your final grade are summarized in the table below:

Written Assignment	Due Date	Team or Individual	Format	Paper Length	Weight
1. Customer Value Proposition	February 6, 2013	Team	Paper and PowerPoint Presentation	5-7 pp paper (outline form) 5-7 slides to support 15-minute presentation	5%
2. Plan of Work	February 13, 2013	Team	Paper and PowerPoint Presentation	5-7 pp paper (outline form) 5-7 slides to support 15-minute presentation	5%
3. Interim Project Report	February 27, 2013	Team	Paper and PowerPoint Presentation	7-10 pp paper (outline form) 10-15 slides to support 30-minute presentation	5%
4. Midterm	March 6, 2013	Individual	Short Answer		20%
5. Funding Sources	March 27, 2013	Team	Paper and PowerPoint Presentation	5-7 pp paper (outline form) 5-7 slides to support 15-minute presentation	5%
6. Recommendations for Future Funding	April 3, 2013	Team	Paper and PowerPoint Presentation	5-7 pp paper (outline form) 5-7 slides to support 15-minute presentation.	5%
7. Project Report	April 24 and May 1, 2013	Team	Paper and PowerPoint Presentation	7-10 pp paper (outline form) 10-15 slides to support 30-minute presentation	10%
8. Final Exam	May 8, 2013	Individual	Short Answer		35%
9. Class Participation		Individual			10%
				Overall Course Grade	**100%**

Written feedback will be provided on each assignment.

Class Participation. Ten percent (10%) of your grade will be based on the quality of your preparation for and active participation in class discussions and exercises. From time to time, it may be necessary to miss a class due to illness or personal business. Please let Mr. Wright know in advance. Keep in mind that written assignments must be submitted on eLearning by the due date, regardless. If participation becomes an issue, your grade will be impacted.

PEER EVALUATION

A peer evaluation process will be utilized to adjust individual grades on all group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form (attached) will be completed individually and turned in on May 1st. See example posted under Course Materials on eLearning.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due at the beginning of class on the date assigned and should be submitted through eLearning if you are unable to attend the class. Consideration may be given for extenuating circumstances with prior notification. There is no late paper flexibility on team assignments.

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 body of each written assignment should comply with the page-length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, be double-spaced, and prepared with 1" margins all around. Appropriate titles and section headings should be used. Number the pages and staple in the upper left corner. Binders and report covers are neither necessary nor desired.

Outline Form Response (if any). Written assignments will be prepared as an outline-form response. We will expect a statement of the question or discussion point followed by a bulleted or numbered list of the key items in your response. (See example posted under Course Materials on eLearning).

Presentation Format. Use MS PowerPoint where indicated and MS Word or Excel in all other cases. Keep it simple (no videos, sound effects, etc.). Limit animation to that required for an effective presentation. Provide an electronic copy of both the paper and the PowerPoint slide deck to Mr. Wright no later than 4:00 PM on the due date. Attach a hard copy of your slides to the hard copy of your paper submitted at the beginning of class (six slides per page is fine).

Electronic Submissions. If you submit a paper by email, the file name should identify the course, assignment number, and the group ID. For example, "ENTP 4340_2_Group A.doc" would identify Group A's written assignment 2.

Effective written and oral communications are important in the business world. Students must "put their best foot forward" in classroom presentations and written assignments. Poor organization, convoluted sentence structures, mangled grammar, and misspelled words have no place in effective communications and will be considered in the evaluation of your work and ideas.

UNIVERSITY POLICIES

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that each student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of

confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, we cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
> The University of Texas at Dallas, SU 22
> PO Box 830688
> Richardson, Texas 75083-0688
> (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

DISCUSSION QUESTIONS FOR OUTSIDE READINGS

In all sessions for which there is an assigned reading from Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation*, students should be guided in their understanding by and prepared to discuss in class the questions and case studies found at the end of each chapter.

The following discussion questions are provided to help you complete a structured analysis focusing on the key points in each supplemental reading:

Enterprising Nonprofits (Session 2)
1. What are the potential sources for earned income?
2. What is the spectrum of financial support that a social enterprise can expect?

3. What skills are required to pursue earned income?

For Love or Lucre (Session 3)
1. Discuss the pros and cons of different structures for the following businesses: (a) a daycare center; (b) a bakery; and (c) a green grocery.
2. How do the different structures drive different motivations?
3. How do you build an organization to deliver results?
4. How would you measure those results?

The Profit in Nonprofit (Session 3)
1. Please answer the three case study questions at the top of page 69.

Reinventing Your Business Model (Session 4)
1. Be prepared for extended discussion. This article will form the basis for your research project.

The Power of Theories of Change (Session 6)
1. What is a "theory of change?" Why is this line of thinking important?
2. What is your social enterprise's theory of change? Does it deliver on the promise?

Mission-Driven Governance (Session 12)
1. Discuss problems typically experienced in nonprofit governance?
2. What is "mission-driven governance", and how does it differ from a more typical approach?
3. Which model do you prefer?

Increasing Civic Reach (Session 12)
1. List attributes you think are important in a social enterprise board member.
2. Where might your non-profit think about adding qualities?

COURSE OUTLINE

SESSION DATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
S01 01/16/13	**Course Introduction** **Lecture:** *An Overview of the Course* **Panel:** Trey Bowles (StartupTexas), Frank Santoni (Dallas Social Venture Partners), Michelle Corson (Champion Impact Capital), Pam Gerber (Entrepreneurs for North Texas)	**No Written Assignment Due.**
S02 01/23/13	**Social Entrepreneurship** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch.1 – An Introduction to Social Entrepreneurship* ▪ Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 1 – Care-based Organizations* ▪ Dees: *Enterprising Nonprofits* HBR 98105 Jan-Feb 1998 (eJournal) **Lecture:** *An Introduction to our Social Enterprise Partners* (Wright) **Panel:** Comprised of social enterprise executive directors for whom we will perform our team projects for the semester. TBD	**No Written Assignment Due.** Form teams and select non-profit organization to adopt. Participate in breakout groups with Executive Directors.
S03 01/30/13	**Finding the Right Idea** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 2 – Ideas and Opportunities* ▪ Fruchterman: *For Love or Lucre* Stanford Social Innovation Review Spring 2011 ▪ Coates and Saloner: *The Profit in Nonprofit* Stanford Social Innovation Review Summer 2009 **Lecture:** *Thinking Outside the Box* (Wright) **Exercises:** *Creative Thinking* **Brainstorming Session:** *Ideas for chosen social enterprise*	**No Written Assignment Due.** Brainstorming exercise Choose Project

S04 02/06/13	**Developing the Social Enterprise Concept** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 3 – Developing the Social Enterprise Concept* ▪ Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 7 – Strategic Planning* ▪ Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 9 – Alliances* ▪ Johnson, Christensen, and Kagermann: *Reinventing Your Business Model* HBR R0812C Dec 2008 (eJournal) **Lecture**: *From Passion To Mission* (Wright)	**Written Assignment #1:** Team assignment for paper and class presentation. Who is the customer? What do they need? How does the social enterprise solve the problem today? ▪ 5-7 pp paper (outline form) ▪ 15-minute presentation (5-7 slides)
S05 02/13/13	**Developing the Social Enterprise Business Plan** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch.4 – Social Enterprise Business Plan* ▪ Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 5 – Financial Planning* **Lecture**: *A Goal Without A Plan Is Just A Wish* (Wright)	**Written Assignment #2:** Bring to class a presentation of your work plan, including objectives, resources, time chart for completion and critical issues faced. This research effort will be a focus for the rest of the course. ▪ 5-7 pp paper (outline form) ▪ 15-minute presentation (5-7 slides)
S06 02/20/13	**Outcome Measurements: Measuring Social Value** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 5 – Measuring Social Value* ▪ Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 3 – Outcome Measurements* ▪ Brest: *The Power of Theories of Change* Stanford Social Innovation Review Spring 2010 **Lecture:** *Not Everything That Can Be Counted Counts and Not Everything That Counts Can Be Counted* (Wright) **Speakers:** TBD (_____) and Tim Bray (Institute for Urban Policy Reserach)	**No Written Assignment Due.** Work on research project.
S07 02/27/13	**INTERIM PROJECT REPORTS**	**Written Assignment #3:** Team assignment for class presentation. Interim Project Report • Objectives • Customers • Measurement ▪ 7-10 pp paper (outline form) ▪ 15-minute presentation (5-7 slides)
S08 03/06/13	**MIDTERM**	**No Written Assignment Due.** Study for midterm.
S09 03/20/13	**Fundraising: Earned Income** **Readings:** ▪ Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 6 – Earned Income* **Lecture:** *Show Me the Money – Part 1* (Wright) **Speakers:** Mike Faenza (Metro Dallas Homeless Alliance) and Liam Mulvaney (LifeNet)	**No Written Assignment Due.** Work on research project.

S10 03/27/13	**Fundraising: Donations and Government Income** **Readings:** Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 7 – Donations and Government Income* **Lecture:** *Show Me the Money – Part 2* (Wright) **Speakers:** Mike Faenza (Metro Dallas Homeless Alliance) and TBD (_____)	**Written Assignment #4:** Team assignment for class presentation. - Current Funding Sources 5-7 pp paper (outline form) 15-minute presentation (5-7 slides)
S11 04/03/13	**Entrepreneurial Fundraising and Marketing** **Readings:** Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 8 – Entrepreneurial Fundraising and Marketing* **Lecture:** *Show Me the Money – Part 2* (Wright) **Speakers:** TBD (_____) and TBD (_____)	**Written Assignment #5:** Team assignment for class presentation. - Recommendations for Future Funding 5-7 pp paper (outline form) 15-minute presentation (5-7 slides)
S12 04/10/13	**Governance and Organizational Development** **Readings:** - Ellis, Wright, Smith: *Little Green Book of Venture Philanthropy: Ch. 6 – Board Selection and Organization* - Fisman, Khurana & Martenson: *Mission-Driven Governance* <u>Stanford Social Innovation Review Summer 2009</u> - Vandeventer: *Increasing Civic Reach* <u>Stanford Social Innovation Review Spring 2011</u> **Lecture:** *The Strategic Board: Creating and Keeping Involved* (Wright)	**No Written Assignment Due.** Work on research project.
S13 04/17/13	**Launching the Entrepreneurial Social Venture** **Readings:** Brooks: *Social Entrepreneurship: A Modern Approach to Social Value Creation: Ch. 9 – Launch, Growth and Goal Attainment* **Lecture:** Bang! Zoom! *To the Moon, Alice! or Putting it All Together* (Wright)	**No Written Assignment Due.** Work on research project.
S14 04/24/13	**PROJECT REPORTS – First Half** **Final Project Report:** *submit on eLearning no later than noon on 4/24/2013,* **Guests:** *Executive Directors, board members, and invited staff form your selected non-profits. Don't be surprised to find other dignitaries there as well.*	**Final Project Report – Written Assignment #6:** Team assignment for class presentation. Present: - Overview - Customers - Measurement - Funding - Governance - Recommendations 7-10 pp paper (outline form) 30 minute presentation. Slides sufficient to support each element of project results
S15 05/01/13	**PROJECT REPORTS – Second Half** **Final Project Report:** *submit on eLearning no later than noon on 5/1/2013* **Guests:** *Executive Directors, board members, and invited staff form your selected non-profits. Don't be surprised to find other dignitaries there as well.*	**Final Project Report – Written Assignment #6:** Team assignment for class presentation. (same as above)
S08 05/08/13	**FINAL EXAM**	**No Written Assignment Due.**

<h1 style="text-align:center">PEER EVALUATION FORM</h1>

INSTRUCTIONS

The peer evaluation process is intended to provide group members with an opportunity to contribute to the evaluation of the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow (see example posted on eLearning):

1. Enter the names of your group members (alphabetically by last name). Include yourself.
2. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
3. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
4. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
5. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign the evaluation, place it in a sealed envelope, and turn it in or email it to the instructor on or before 5/1/2013.

PEER EVALUATION

Group Member (list alphabetically)	WA-1 02/06/13 15%	WA-2 02/13/13 15%	WA-3 02/27/13 15%	WA-4 03/27/13 15%	WA-5 04/03/13 15%	WA-6 04/24/13 or 05/01/13 25%
1						
2						
3						
4						
5						
Total						

COMMENTS

Group Member	Comments (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.
1	
2	
3	
4	
5	

Signature: _____

Print Name: _____