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| For Academic Affairs and Research Use Only |
| CIP Code:  | 52.0201 |
| Degree Code: | 5580 |

**New Course Proposal Form**

[ ]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[x]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

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| [x] **New Course or** [ ]  **Experimental Course (1-time offering) (Check one box)***Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.*  |

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| --- | --- |
| Michelle Li 2/2/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Melodie Philhours 2/3/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| John Mello 2/7 17**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| C. William Roe 2/8/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Dr. Adam Smith, adsmith@astate.edu, 270-202-9281

2. Proposed Starting Term and Bulletin Year

Fall 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

IBS 6283

 4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Global Social Entrepreneurship

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Social entrepreneurship combines the passion of a social mission with discipline and innovation commonly associated with business startups. Through case studies and research, students will create social entrepreneurship business plans addressing issues of poverty, the environment, and social justice.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? Yes
	1. If yes, which ones?

Graduate student status

* 1. Why or why not?

This course will be instructed and assessed at the graduate level

1. Is this course restricted to a specific major? Choose an item.
	1. If yes, which major? No

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

 No

1. Are these courses offered for equivalent credit? no

 Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

WEEK 1: Introduction and Definitions of Social Entrepreneurship

Students will examine definitions of “social entrepreneur,” consider the difference between a traditional entrepreneur and a social entrepreneur, compare cases of social entrepreneurs vs. traditional entrepreneurs. Additionally, students will explore the concept of entrepreneurship; evaluate models of social change; examine the overlap of entrepreneurship and social change; define social entrepreneurship; differentiate social service providers, social activism, and social entrepreneurship; and consider how issues of effect social entrepreneurial organizations.

WEEK 2: Opportunity Identification

Students will get an overview of the various type of work that social entrepreneurs do. They will understand the processes whereby social enterprise concepts arise and will begin to identify a social enterprise opportunity for their project.

WEEK 3: Various Models of Social Entrepreneurship Organizations

Students will investigate three basic models of social entrepreneurial organizations (Leveraged non-profit; Hybrid non-profit; Social business venture); review the most common models; and consider factors influencing which operational model to adopt.

Week 4: Managing the Social Entrepreneurship Organization

Students will investigate the practices that differentiate high impact social enterprises; understand fundamental management strategies that social entrepreneurial organizations apply; investigate why traditional management strategies do not always translate into high impact social entrepreneurship.

WEEK 5: Scaling the Organization

Students will consider the key issues in scaling a social enterprise; evaluate necessary resources and capabilities for scaling; investigate strategies and mechanisms that social enterprises utilize; and learn about examples of organizations which have successfully scaled.

WEEK 6: Measuring Impact

Students will investigate difficulties in measuring social enterprises’ impact and debates surrounding the measurement of social impact. Students will also examine unintended consequences of the efforts of some social enterprises students.

WEEK 7: Midterm Exam

During the second half of the course students, Working in teams of three to four people each team will develop the concept, basic business plan for scaling a nonprofit social enterprise and do an investment ‘pitch’ for their company.

ii. Presentations will take place in weeks 14 and 15, and the written plan is due in week 14.

WEEK 8: Writing a Business Plan for Social Enterprise: Students will review the process involved in writing a business plan, including creating a work plan and approval dates, and conducting a gap analysis. Students will also learn about the following draft sections of their business plan: mission statement, target mission returns for venture, description of the current operating model of the organization, business model defined, summary of idea generation process and selection of proposed venture, explanation of how proposed venture is consistent with the organization’s mission, preliminary financial feasibility study, and implementation strategy.

WEEK 9: Global Poverty Alleviation (including microfinance) In weeks 9-13, students will write a case study each week of an organization in a particular social domain. The following elements must be addressed in each case study

1. What is the venture’s vision of a better world, including its social values that

provide the basis for its resource allocation decisions?

2. What is the nature of social change being pursued?

3. Who contributes entrepreneurial qualities to the venture, what are these characteristics, how are they evident, and what effect do they have?

4. How was the opportunity to create the venture initially discovered?

5. What is different about this venture that makes it entrepreneurial?

6. What are its sources of funding and how is it able to sustain itself?

7. How does it evaluate its success?

8. What have been some specific difficulties that have been overcome?

9. What is your advice to a social entrepreneur who might want to start a venture similar to this one? Specifically, what should her or his plan address?

10. What is your advice, if any, to the venture at this time?

WEEK 10: Social Justice (including racial and gender equality)

WEEK 11: Education (including childhood and adult education initiatives)

WEEK 12: Environmental Issues (including sustainability)

WEEKS 13: Other issues (innovation, healthcare, community development, etc.)

WEEKS 14-15: Final Project

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Cases, Potential guest speakers in the second half of the course.

19. Department staffing and classroom/lab resources

Course will begin in a traditional classroom setting. It will be led by a single faculty.

1. Will this require additional faculty, supplies, etc.?

 No

20. Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 This course is designed for graduate students interested in social entrepreneurship from a global perspective. It will examine the creation and management of business initiatives that have social dimensions. This course will develop students ability to:
 1) identify problems around the world that can be addressed by social enterprise,
 2) identify specific viable opportunities for a social enterprise,
 3) experiment with the obstacles and challenges in scaling social enterprises,
 4) analyze business planning for social organizations,
 5) and create a business plan for an international social entrepreneurial organization.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 According to the bulletin,” The MBA with Concentration in IB program is designed to allow graduate business students the ability to select in-depth coverage of the core components of today’s IB field while furthering their business administration academic career.” The course fits this objective by giving students in depth exposure to the practical issues involved in the creation and implementation of a social entrepreneurial initiative in response to a pressing global social issue, rigorously outlined in a business plan.

c. Student population served.

MBA students

d. Rationale for the level of the course (lower, upper, or graduate).

The creation of a detailed, viable, and opportunity appropriate business plan is a high level entrepreneurial skillset that requires a level of expertise that undergraduates have not achieved. The social impact dimension of the course also serves as a valuable aspect of a well-rounded MBA.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. [x] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [x] Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

1. Students will demonstrate an ability to communicate effectively in writing
2. Students will demonstrate an ability to deliver effective oral presentations
3. Students will apply quantitative and qualitative knowledge to solve problems and make decisions
4. Students will demonstrate an ability to lead and productively participate in group situations.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will demonstrate an ability to communicate effectively in writing |
| Assessment Measure | Application of Fatal Flaw Policy and feedback from all graduate faculty |
| Assessment Timetable | Spring 2018 and every 2-3 years going forward |
| Who is responsible for assessing and reporting on the results? | Professors of courses, Dr. Roe, MBA Written Communication GAT, Graduate Programs Committee |
| **Program-Level Outcome 2 (from question #23)** | Students will demonstrate an ability to deliver effective oral presentations |
| Assessment Measure | Student presentations in capstone course are evaluated by Dr. Roe and faculty volunteers according to CoB Oral Communications rubric. |
| Assessment Timetable | Spring 2017 and every 2-3 years going forward.  |
| Who is responsible for assessing and reporting on the results? | Dr. Bill Roe, MBA Oral Communications GAT, Graduate Programs Committee |
| **Program-Level Outcome 3 (from question #23)** | Students will apply quantitative and qualitative knowledge to solve problems and make decisions |
| Assessment Measure | MBA Major Field Test will be administered in the capstone course. |
| Assessment Timetable | Spring 2017 and every 2-3 years going forward |
| Who is responsible for assessing and reporting on the results? | Dr. Bill Roe, MBA Knowledge Application GAT, Graduate Programs Committee |
| **Program-Level Outcome 4 (from question #23)** | Students will demonstrate an ability to lead and productively participate in group situations |
| Assessment Measure | Student reflective journals re: group projects in capstone course will be assessed according to rubric. Elements of journals include intrateam conflict and resolution, managing diversity, use of influence tactics through power, delegation and empowerment, managing obstacles, intrateam communication, and leadership. |
| Assessment Timetable | Spring 2017 and every 2-3 years going forward |
| Who is responsible for assessing and reporting on the results? | Dr. Bill Roe, MBA Teamwork/Leadership GAT, Graduate Programs Committee |

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | Demonstrate understanding of the opportunities, obstacles, and challenges of social entrepreneurs.  |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings to include cases and scholarly journal articles |
| Assessment Measure and Benchmark | Midterm Exam (Week7) 80% on items addressing these topics |
| **Outcome 2** | Demonstrate understanding of the social entrepreneurship process. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings to include cases and scholarly journal articles |
| Assessment Measure and Benchmark | Midterm Exam (Week 7) 80% on items addressing these topics |
| **Outcome 3** | Integrate organizational mission and strategy into a new business plan.  |
| Which learning activities are responsible for this outcome? | Faculty guided business plan creation.  |
| Assessment Measure and Benchmark | The completed business plan that the students will deliver at the end of the course. A rubric will be created to assess the business plan. The rubric will be in line with standard best practices for new venture business plan creation. |
| **Outcome 4** | Understand and produce the essential components of a successful plan targeting an unexploited opportunity.  |
| Which learning activities are responsible for this outcome? | Lecture and readings on business plan creation.  |
| Assessment Measure and Benchmark | The completed business plan, presentation, and elevator pitch that students will deliver over the final two weeks of the course. A rubric will be created to assess the business plan. The rubric will be in line with standard best practices for social enterprise business plan creation. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |



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**IBS 6143. Seminar in International Human Resource Management** International Human Resource Management provides an introduction to the critical issues facing organizations in simultaneously managing their human resources both at home and abroad. Extensive coverage of preparing expatriates for assignments abroad and the issues they will face as managers in a diverse cultural setting. Prerequisite: Admission to the MBA program.
 **IBS 6293. Seminar in International Corporate Social Responsibility** This course consists of on-site examination of organizations, agencies, or locales in a various regions of the world. Students will be required to prepare a project that involves social entrepreneurship and/or social awareness in an expatriate setting. After project is prepared, students will be required to implement their respective projects in a 10 day semester break with the intent of making in a difference in country other than their home country. Prerequisite: Admission to the MBA program.

**IBS 6283. Global Social Entrepreneurship Social entrepreneurship combines the passion of a social mission with discipline and innovation commonly associated with business startups. Through case studies and research, students will create social entrepreneurship business plans addressing issues of poverty, the environment, and social justice. Prerequisite: Admission to the MBA program.

IBS 6323. Emerging Markets** Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions are well-developed. This course is designed to train future managers to successfully recognize and contend with the unique emerging market country environment. Prerequisite: Admission to the MBA program.
 **IBS 6343. International Business and Investment** This course offers an integrated treatment of theory and policy in international business trade and investment. It deals with the role of government to regulate, restrict, promote or otherwise influence the conduct of international trade and investment. The structure, performance and business strategies of multinational corporations in transcending national jurisdictions are studied. The product planning for export markets and export pricing strategies are analyzed. Emphasis is given on European markets, less developed countries and the Soviet Union.