

Mission Statement

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Class Location

TBD

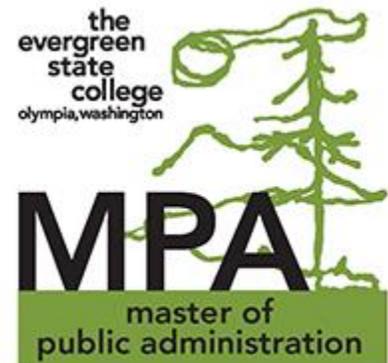
Class Meetings

Wednesdays 6:00pm-10:00pm

Credits

(4 GR credits): 30257

Faculty Member: Eric S Trevan, PhD
Office: Lab I, Room 3006
Office Hours: By appointment
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Course Description

This is an exciting exploration of the intersection between an applied entrepreneurial setting, theoretical foundations of entrepreneurship and its enterprising effects on society. This could include financial as well as other societal impacts of social enterprise and entrepreneurship. Having a deep contextual understanding on how entrepreneurial activity is critical for innovation and social change. Actual business development experience through the creation of new ventures as well as an understanding of an innovation system in communities will allow students to develop new business solutions for revenue and social change. The entire foundation of the class will provide experience in business incubation, planning and development, understanding of the foundations of entrepreneurship and the impacts of entrepreneurial and creative enterprise have on the social fabrics of our communities.

Class structure

Most classes, unless there is a focus on a guest speaker or presentations, will be structured in a similar fashion. Classes will be structured as conversational, challenging and dynamic, as in changes will occur based on the discussion, passion, current events as well as focused debates. Disagreement is encouraged and using an advocacy platform for issue discussion is encouraged.

In the beginning of class, a current issue of entrepreneurship or social enterprise will be selected and discussed. This includes understanding the issue on the surface as well as a deeper discussion and debate. Following this will be a discussion on the topics described in the syllabus. Based on these discussions and current issues, every class will break into groups and create presentations, which will serve as the foundation for discussion for the remaining class period.

Learning Objectives

In this course, students will gain:

1. Appreciate the foundation and operationalization of entrepreneurship
2. Understand entrepreneurship and social enterprise as it relates to society
3. Applied techniques for new ventures, social enterprise solutions and business development
4. Demonstrate the various forms and methods of fund raising, financing and resource development as applied to organizational financial development goals including entrepreneurial approaches that generate resources.
5. Understand entrepreneurial ecosystems, resources and techniques.
6. 6 Understanding the praxis of entrepreneurship and social enterprise
7. Applying entrepreneurial solutions under the context of economic development

Required and Optional Reading/Articles

(Articles will be provided as a pdf on Canvas)

Required

Books

Ridley-Duff, Rory, and Mike Bull (2015). *Understanding social enterprise: Theory and practice* (2nd Edition). Thousand Oaks, CA: Sage. ISBN 978-1-44629-552-6.

Larson, R. (2002). *Venture Forth!: The essential guide to starting a moneymaking business in your nonprofit organization*. Fieldstone Alliance.

Articles (Included in Canvas Modules)

Optional

Swann, G. M. P. (2009). *The Economics of Innovation: An Introduction*. Northampton, MA: Edward Elgar Publishing, Inc. ISBN 978-1848440272

Bornstein, David. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York: Oxford University Press. ISBN 978-0195334760.

Nicholls, A. (Ed.). (2008). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.

There are two (2) required books for this class. We will also read and discuss some additional readings such as articles, governmental reports, cases and research studies. Lectures, films, guest presentations and workshops will be featured during our class sessions.

Spring 2017 Schedule (Faculty may alter schedule at any time-All changes will be made on Canvas and Canvas Email)

Week 1

- Entrepreneurial Thinking
- Venture Forth (All)
- Articles
 - Virgil's Aeneas as the Quintessential Social Entrepreneur: Juxtaposing Selections from Epic Poetry and Entrepreneurship Theory to Teach Social Entrepreneurship
 - Systematic Entrepreneurship

Week 2

- Social Enterprise
- Understanding social enterprise: Theory and practice Chapters 1,2,3,4,5
- Articles
 - Social Enterprise in the United States and Abroad: Learning from Our Differences
- DUE-Entrepreneurship Solutions Portfolio-Venture Forth Chapters 1 Due

Week 3

- Entrepreneurship
- Articles
 - The Process of Creative Destruction
 - Creativity and/or Alertness: A Reconsideration of the Schumpeterian Entrepreneur
 - Entrepreneurial Discovery and the Competitive Market Process: An Austrian Approach

Week 4

- Social Entrepreneurship
- Articles
 - Schumpeter, Kirzner and the Field of Social Entrepreneurship
 - Social Entrepreneurship: The Case for Definition
 - Framing a theory of Social Entrepreneurship: Building on Two Schools of Practice and thought
- DUE-Entrepreneurship Solutions Portfolio-Venture Forth Chapters 2 Due

Week 5

- Teach to Learn-Entrepreneurial Techniques
- Articles
 - Building Organizational Capacity
 - Securing Financial Capital
 - Putting Nonprofit Business Ventures in Perspective

Week 6

- Communities and innovation
- Understanding social enterprise: Theory and practice Chapters 8,10,11,12
- Articles
 - Introduction: The Entrepreneurial Economy
 - The Entrepreneurial Imperative
 - Purposeful Innovation and the Seven Sources for Innovation Opportunity
- DUE-Entrepreneurship Solutions Portfolio-Venture Forth Chapters 3 Due

Week 7

- Entrepreneurship in practice (Speakers)

Week 8

- Praxis of Entrepreneurship and Social Enterprise
- DUE-Entrepreneurship Solutions Portfolio-Venture Forth Chapters 4 Due

Week 9

- Application of Entrepreneurship and Economic Development
- Articles
 - The Fundamental Phenomenon of Economic Development
 - Conclusion: The Entrepreneurial Society

Week 10

- Final Presentations-Entrepreneurial Solutions

Assignments

Entrepreneurial Solutions Portfolio

The purpose of this exercise is to provide a compilation of ideas, thoughts, references and information in order to guide ideas toward entrepreneurship action. Using the Venture Forth book as a guide, provide a weekly update and discussion based on the assigned chapters. This can be in writing or as 1 digital file. This will help keep your ideas together and provide guidance moving forward on entrepreneurial solutions. If the journal is written or in another format, this will need to be transferred into a digital format (i.e. audio or visual file) and submitted as a completed assignment.

Teach to Learn-Entrepreneurial Techniques

Using a foundation of “what is entrepreneurship?” breaking into groups of 2 (three if there is an odd number of students) and providing a deep, creative analysis and deconstruction of this issue. This could be based on an applied understanding of entrepreneurship, theories, issues or other associated lenses to provide a critical critique and understanding of the issues, challenges and/or opportunities. This will be completed as a “teach to learn” assignment providing a 20-30-minute lesson for the class (these times may be changed depending on the size of the class). Move beyond power point presentations (however they are allowed as part of your presentation) as a sole visual understanding and use creative techniques; stories, visuals, video, song, pictures and other creative techniques enhance the learning environment. By following the framework of the Teach to Learn-Entrepreneurial Techniques framework, you will have an opportunity to present difficult and complicated issues in relation to entrepreneurship and social enterprise.

Assignment Framework

- Select 1 issue
- 20-30 minutes (depending on class size-subject to change)
- 2 Person Groups
- 1 Handout for class

50% of your presentation needs to be by the individuals (i.e. audio; video or other related forms of supplemental material cannot be supplemented as an alternative to individual presentations)

Entrepreneurial Solutions-Final Presentations

This will be a final presentation on an entrepreneurial idea to generate revenue, address a community demand or provide an enterprising solution to a social effort. This can be based on the portfolio compiled throughout the quarter or an entirely different focus. The actual Business Plan will be based on the Venture Forth readings or another format approved by week 6.

Presentation

- 10-15-minute individual presentation
- Business Plan-10-15 Pages-See Chapter 4 Venture Forth
- 5-minute question and answer

Final Faculty Evaluations

It is a requirement that Faculty Evaluations are completed as part of this class. All class evaluations are due by June 9, 2017 at 11:59pm. Please do not wait until June 9 to complete the evaluations as there may be issues that arise on Canvas which may prevent you from successful completion of this assignment. Late evaluations will not be allowed and result in a loss of credit.

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on class day is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 8 hours of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services, the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion: If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.