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OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 12/16/2015

1b. Department/Division: School Of Journalism & Telecommunication

1c. Contact Person

Name: Kimberly Parker

Email: kimberly.a.parker@uky.edu

Phone: 218-3746

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MAS 425

2c. Full Title: Social Entrepreneurship for Media

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course focuses on social entrepreneurship and how social entrepreneurs facilitate social change using media. The concepts of social entrepreneurship explored in the course include communication, innovation, performance criteria, target market, launch, management and scale.

2k. Prerequisites, if any: None.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course will also be of interest to students pursuing the Innovation and Entrepreneurial Thinking undergraduate certificate.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BBARNES|Beth Barnes|MAS 425 NEW Dept Review|20150504

SIGNATURE|MSBEAC2|Megan B Sizemore|MAS 425 NEW College Review|20150904

SIGNATURE|BBARNES|Beth Barnes|MAS 425 ZCOURSE_NEW Approval Returned to Dept|20150909

SIGNATURE|MSBEAC2|Megan B Sizemore|MAS 425 NEW College Review|20150909

SIGNATURE|JMETT2|Joanie Ett-Mims|MAS 425 NEW Undergrad Council Review|20151216

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	5315	MAS 425 syllabus.docx
Delete	5991	Revised Syllabus for Social Entrepreneurship.pdf

1

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio

Other 3 If Other, Please explain:

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course focuses on social entrepreneurship and how social entrepreneurs facilitate social change using media. The concepts of social entrepreneurship explored in the course include communication, innovation, performance criteria, target market, launch, management and scale.

k. Prerequisites, if any:

None.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will also be of interest to students pursuing the Innovation and Entrepreneurial Thinking undergraduate certificate.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 6.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

MAS 425: Social Entrepreneurship for Media

Course Description: This class will focus on social entrepreneurship and how social entrepreneurs facilitate social change using media.

Learning Outcomes and Assessment Strategies:

Course Learning Objective	Activities that Will Address Objective	Assessment of Student Learning
The student will demonstrate knowledge of social entrepreneurship concepts and theories.	Readings, Lecture, Class Discussion	Reflection Papers Presentations and Deliverables: Environmental Scan; Project Vision; Best Practice Research and Market Analysis; Objectives, Action Plan, and Timeline; Finances, Budget and Fundraising; Evaluation and Measurement; Communication; Final Project
The student will demonstrate an understanding of how social entrepreneurship facilitates social change.	Readings, Lecture, Class Discussion	Reflection Papers Presentations and Deliverables: Environmental Scan; Project Vision; Best Practice Research and Market Analysis; Objectives, Action Plan, and Timeline; Finances, Budget and Fundraising; Evaluation and Measurement; Communication; Final Project
The students will be able to formulate a plan for addressing a social issue.	Readings, Lecture, Class Discussion, Reflection Papers	Presentations and Deliverables: Environmental Scan; Project Vision; Best Practice Research and Market Analysis; Objectives, Action Plan, Budget and Timeline; Finances, Budget and Fundraising; Evaluation and Measurement; Communication; Final Project

Texts:

Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press: New York.

MacMillian, I. C., & Thompson, J. D. (2013). *The social entrepreneur's playbook: Pressure test, plan, launch and scale your enterprise*. Wharton Digital Press: Philadelphia.

On-Line Resources

The following on-line resources may be helpful to complete course assignments:

Ashoka – www.ashoka.org

Changemakers Journal and Resources – www.changemakers.net

Innography – www.innography.com

Schwab Foundation for Social Entrepreneurs – www.schwabfound.org

Skoll Center for Social Entrepreneurship – www.gsb.stanford.edu/csi

Social Entrepreneurial Organizations – www.seo-online.org.uk

Youth Venture – www.youthventure.org

Course Methodology

This class will be combination of lecture, discussion, group presentations, individual presentations, and written assignments.

Tentative Schedule:

Date	Topic	Due
	Syllabus; Introductions	
	Defining Social Entrepreneurship	Bornstein & Davis Part I
	Group Assignments	
	How can media be used to facilitate change?	
	Environmental Scan Presentations	
	Successful Social Entrepreneurs	
	Project Vision Presentations	
	Defining Social Entrepreneurship	Bornstein & Davis Part I
	E-Portfolio Training at Presentation U!	
	Challenges of Causing Change	Bornstein & Davis Part II
	Group in Class Work Day	
	Envisioning an Innovating Society	Bornstein & Davis Part III
	Articulate Problem	MacMillan & Thompson Chapter 1
	Performance Criteria	MacMillan & Thompson Chapter 2
	Group in Class Work Day	
	Target Population and Beneficiaries	MacMillan & Thompson Chapter 3 &4
	Competitive Alternatives	MacMillan & Thompson Chapter 5
	Operation Realities	MacMillan & Thompson Chapter 6
	Sociopolitics	MacMillan & Thompson Chapter 7
	Concept Statement	MacMillan & Thompson Chapter 8
	Scope of Venture	MacMillan & Thompson Chapter 9
	Group in Class Work Day	
	Checkpoints	MacMillan & Thompson Chapter 11
	Launch	MacMillan & Thompson Chapter 12
	Manage	MacMillan & Thompson Chapter 13
	Scale-up	MacMillan & Thompson Chapter 14
	Final Project Presentations	
	Final Project Presentations	
	Final Project Presentations	

Grading Scale

A = Excellent, 100 - 90

B = Good, with some deficits, 89 - 80

C = Average to Satisfactory, 79 – 70

D = Below Average, 69 - 60

F = Failing, 59 and below

Course Requirements

Reflection Papers (10 x 10)	100 Points
Environmental Scan	10 Points
Project Vision	10 Points
Best Practice Research and Market Analysis Objectives	10 Points
Action Plan, Budget and Timeline	10 Points
Finances, Budget and Fundraising	10 Points
Evaluation and Measurement	10 Points
Communications	10 Points
Final Consultation with Presentation U!	10 Points
Final Project Presentation	25 Points
Peer Evaluation	10 Points
Total:	200 Points

Course Assignments

Environmental Scan

Individual Deliverables:

- Presentation – Maximum of 3 minutes

Entrepreneurs solve multiple problems, while minimizing the creation of new problems. Observation and understanding of the local community is key to identifying patterns and getting to the root cause of problems. After three weeks of observation, interviews and other research, students will need to create an innovative form of communicating what they have found and the patterns in the community that have been discovered.

Some resources that may help you:

- Mindx – <http://www.xmind.net/>
- SimpleMind – <http://www.simpleapps.eu/simplemind/>
- IDEO – see cards posted to CAMS and <http://www.ideo.com/>

- IdeaLab – <http://www.idealab.com/>
- Echoing Green – <http://www.echoinggreen.org/>
- Ashoka – <http://ashoka.org/>, <http://ashokau.org/resources/links/>
- Skoll Foundation – <http://www.skollfoundation.org/>
- <http://www.google.com/trends>, <http://touchgraph.com/TGGoogleBrowser.html>

Project Vision

Group Deliverable:

- Presentation: Vision and Solution
- E-Portfolio – Develop Website for your group

Each group needs to discuss their vision for creating social innovation and what specific project they would like to undertake. For this presentation, students should have identified a social problem/issue and developed a solution that can be addressed via media.

Best Practice Research and Market Analysis

Group Deliverable:

- Presentation – 20 minutes (10-minute presentation and 10-minute Q&A)

To find innovative solutions, students need to get out into the world and do research. They need to understand who else is out there working on similar problems. Are there visionaries and organizations who are tackling similar problems? How can groups learn from them and accelerate their ideas? As such, students engage and talk to the people they are trying to help, and understand their problems. Students will need to do research face-to-face, in the library and on the internet to get inspired and push thinking to the next level. What technology is available? Students will need to talk to community members about how they engage with media. Each group will present their findings on the market, best practices and how the research has influenced their projects.

Objectives

Group Deliverables:

- E-Portfolio – description of your project and key objectives you hope to accomplish.

As entrepreneurs, we need to be able to express specific, quantifiable objectives. What outcomes do we hope to see from a project? We must examine measures of quantity, quality and other dimensions. It is the students' task to develop measures so they know if they are making a difference.

Action Plan and Timeline

Group Deliverable:

- E-Portfolio – Gantt chart timeline and people responsible for each activity

Now that we understand the problem, best practices, and objectives, it is time to set a course for achieving them. Prepare a one-page Gantt chart (timeline), listing activities, people responsible for them, as well as any financial needs. On this chart be sure and highlight key milestones, as well as areas that will represent substantial challenges or pitfalls. Included in the early part of the plans, this should be a quick test (prototype) of solutions, so groups can get some immediate feedback and alter plans, if necessary. Your timeline should include communication and evaluation.

Finances, Budget and Fundraising

Group Deliverable:

- E-Portfolio – one page budget

Prepare a one-page budget that lists both the sources of funds and the uses of funds. Look at the various options for raising money, explore earned income, foundations, individual support, subscriptions, gifts in-kind and other methods of funding your organization. Think about how the fundraising will scale as you grow. Students should consider the absolute minimum they will need to test ideas and gather meaningful results.

Evaluation and Measurement

Group Deliverables:

- E –Portfolio – one page evaluation and measurement

Far too often we work towards an end without understanding the impact of our efforts. While anecdotal evidence can be useful, the people and foundations supporting organizations and individual change makers are demanding quantifiable results to prove their claims of efficacy. As groups move forward with projects, establish feedback mechanisms to inform and guide your work.

Communication

Group Deliverables:

- E-Portfolio – one page plan

Leaders are storytellers. Stories are a very effective way to engage your community, the press and other stakeholders. Students expand upon their action plan and chart a communications campaign for their story. Students think about the best ways to get their group's story into the world and garner support for and interest in the movement; include these steps in the action plan. Students will consider what forms of communication to use? Who is the target audience? What are the audience's interests? How will they generate interest and get people to listen?

Final Project Presentation

Group Deliverable:

- **Presentation –10-minute presentations with 10-minutes for Q&A**

This is meant to be the culmination of the students' efforts and it is expected that all members of the class will attend these events. *One week prior this unveiling of your final product and website, you are required to have a final consultation with Presentation U! for feedback on your website.

Peer Appraisal Form

Individual Deliverable:

- **Hardcopy – Confidential Evaluation Form**

Because of the magnitude of the business plan grade on individual grades, each student will complete a confidential peer appraisal reviewing each member's contribution to the business plan project. The peer appraisal is meant to discourage "free riding" by any member of the group, and encourage sharing the significant workload of this assignment fairly. I reserve the right to reduce an individual's grade on the business plan based on the group's feedback. The peer appraisal will concentrate on evaluating whether each team member did his/her share of the work conscientiously on a timely basis and with a positive outlook. Each team member at the final presentation will submit the Peer Appraisal. **A final course grade will not be given until peer appraisals have been submitted.**

Attendance Policy and Excused Absences:

You have 2 unexcused absences in this class; after your two unexcused absences, 5 points will be deducted off your final points for every absence.

Fatal Errors Policy:

Students must practice professional standards in writing. To this end, all written assignments must meet minimal standards to be acceptable. These standards address spelling, punctuation, format and basic grammar. The term Fatal Errors refers to technical English errors of form. Specifically they include the following:

1. Each different word misspelled.
2. Each sentence fragment,
3. Each run-on sentence or comma splice,
4. Each mistake in capitalization,
5. Each serious error in punctuation that obscures meaning,
6. Each error in verb tense or subject/verb agreement,
7. Lack of conformity with assignment format,
8. Each improper citation, or lack of citation, where one is needed.

Papers with more than two fatal errors marked on any one page, will be given a zero regardless of the content of the paper. As such, editing your papers for this class is very important!

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to Disabilities:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.