

SOCY4161
Executing Social Innovations
Alicia Sepulveda, PhD
Spring 2022

Class Days/Times: Tuesdays 7:00pm – 9:30pm MST

Location: Synchronous, Virtual via Zoom: <https://cusystem.zoom.us/j/95980213580>

Office Hours: Available most Tuesdays before class, 5:30-6:30pm

<https://cusystem.zoom.us/my/aliciasepulveda>

Available to schedule 1-1 meetings via email

Office Phone: N/A

E-mail: alicia.sepulveda@cu.edu

COURSE DESCRIPTION

One of the aspirations of universities is not only to teach its students how to conceive solutions to existing social problems, but also implement those plans. This class focuses on the latter and provides students with the tools needed to put their ideas into action. As such, it should be of interest to all students who aspire to bring about positive social change through their roles as citizens and/or workers. This class is the second of two required courses for a newly approved certificate program in Social Innovation (<http://www.colorado.edu/programs/socialinnovation/>). The program prepares students for working in fields that seek to improve the lives of society's most vulnerable and disadvantaged people.

COURSE OBJECTIVES

- Each student will develop a social enterprise or innovation idea.
- Focus will be on refining skills needed to implement solutions in new or existing organizations; and the tools for critically evaluating the effectiveness and sustainability of solutions.
- Students will gain knowledge of how they can operationalize and implement social change initiatives as well as how they can develop a strategy going forward for the advancement of their causes.
- Each student will master a specific set of operational and implementation skills to position them to manage their organizations and initiatives.
- Students will gain self-awareness and confidence to implement change in the world.

COURSE REQUIREMENTS AND EXPECTATIONS:

- Social innovation is a full-contact sport! I expect you to bring all you have to offer to share with your fellow innovators by being engaged, active, and collaborative participants. Bring your curiosity and perspectives with you each week.
- Class readings and activities are chosen to elevate your knowledge of social innovation. Plan to complete reading assignments and be prepared to discuss them on the dates they are assigned.
- This class is focused on building real-world skills to help you succeed as social innovators and creators. Practice will help you build confidence and getting uncomfortable is necessary to innovation.

- Learning does not happen only in the classroom! This class will send you out into the world to test ideas, observe, and expand your learning.
- Turn your cameras ON. Classroom and Zoom etiquette are required. If there is a reason you need to turn your camera off, please notify your instructor prior to class. If your camera is off during class, you will be counted absent for that day.
- Class attendance is critical. Take note of the class attendance policy.
- Late assignments will be subject to a lower grade. Review the Late Assignments section for more details.

READING MATERIALS

All readings are available on Canvas or the Internet and linked within the syllabus.

CLASS MATERIALS

- Notebook/sketchbook
- Sticky notes (optional)
- Writing utensils
- Computer for participating in Zoom classes and producing assignments
- Phone or video for recording verbal pitch

GRADES

1. **What is Social Innovation Execution? Essay:** Students will write a double-spaced, typed essay consisting of 1,000 – 1,250-words demonstrating an understanding of foundational principles of Social Innovation. Analysis will include how your goals for the semester align with those principles. Grade based on quality and comprehensiveness of ideas, quality, and mechanics of writing. **Due on 1/31.**
2. **Problem Statement and Stakeholder Assessment:** Grade based on successful execution and completion of tasks provided in the assignment description posted on Canvas. Details will be reviewed in class and listed under Assignments in Canvas. **Due on 2/28.**
3. **Team Consulting Project:** Students will have the opportunity to listen to an existing Social Innovation business in class on 3/1 to gain experience providing consulting services and feedback. No assignment will be turned in. Grade is based on project presentation during class on April 5th. This assignment is a team-based project. Everyone who participates will earn full credit. If a student misses the presentation, but fully contributes to the team prior to the presentation, partial credit will be awarded. **Due on 4/5.**
4. **Pitch Slide Deck and Video-Taped Verbal Pitch:** Students will submit both a slide deck and 2-minute video verbal pitch. Grade based on slide deck consisting of 7 slides (minimum) covering: 1. Description of product, service, or innovation; 2. Need addressed; 3. End users and plan for reaching them; 4. Impacted stakeholders and engagement plan; 5. Resulting social impact; 6. Value proposition; 7. The “Ask” for your audience. Grade also based on 2-minute video verbal pitch. Detailed components of assignments available on Canvas. **Due on 4/15.**

5. **Execution / Operational Plan:** Students will submit three components: (1) Budget including projected revenue and expenses over 3-years – template provided. (2) High level milestones and deliverables – template provided. (3) For Non-profits -- a completed Form 1023. **Due on 5/2.**
6. **Class Participation:** This class is designed as a process of collaborative learning and exploration, based on student participation and leadership. It should be a vehicle for generation, development of new ideas, and support from classmates and instructor. You will be graded on your contributions to this learning and exploration process. Contributions include but are not limited to your preparedness when called on, listening to each other without interruption, asking meaningful questions, participating in class discussions and exercises, and acting as a fully engaged classmate during small group discussions. An important part of contributing to any endeavor is showing up prepared. Please come to class on time and ready to discuss any assigned readings. (The instructor may “cold call” on students.) No due date. Ongoing participant required.
7. **Extra Credit:** Students will have the opportunity to attend one (or multiple!) Innovation and/or Entrepreneurship event throughout the semester and submit a short response about your experience. Opportunities are listed at [this website](#) and will be shared throughout the course. Two extra credit points (maximum) will be added to your final grade. **Due 5/2.**

COMPONENTS OF FINAL GRADE

10 points	What is Social Innovation Execution? Essay
20 points	Problem Statement and Stakeholder Assessment
5 points	Team Consulting Presentation
30 points	Pitch Slide Deck + Video
25 points	Execution/ Operational Plan
<u>10 points</u>	Class Participation
100 points	

ATTENDANCE POLICY

Two absences, whatever the reason, are allowed in this class. You do not need to provide a note or explanation. Additionally:

1. Attendance will be taken randomly during class.
2. Late attendances can be counted as an absence if made a habit, at discretion of instructors.
3. Failing to participate via video or be attentive during class can be counted as an absence at the discretion of the instructor, unless cleared with the instructor.
4. Let the instructors known if you need to leave before the end of class.
5. More than two absences will result in a final grade reduction. Refer to the chart below.
6. If you experience an extreme circumstance (hospitalization, bereavement, etc.) which causes you to miss more than two classes, please discuss with your instructor. Communication is critical in these situations.
7. Five or more absences will result in receiving no credit for the class.

Absence	Grade reduction	Hypothetical Grade		
1	No change	A	B	C
2	No change	A	B	C
3	1 grade reduction	A-	B-	C-
4	1 grade reduction	B+	C+	D+
5+	No class credit, resulting in F	F	F	F

GRADING SCALE:

94+ A	77-79 C+	60-62 D-
90-93 A-	74-76 C	59 and below F
87-89 B+	70-73 C-	
84-86 B	67-69 C+	
80-83 B-	63-66 D	

LATE ASSIGNMENTS

Late submissions will put you behind significantly. If a submission is late, more than 15 minutes past the deadline, 15% will be deducted each day it is late. Late work will only be accepted two days past the deadline. After that it will become a zero, unless cleared in advance with your instructor. If you are sick, work should be turned in to the appropriate Canvas folder when it is due. If you are ill for longer than a day, plan with the instructors on how to proceed (case-by-case basis). When in doubt, email your instructor.

SUBMISSION OF ASSIGNMENTS

All work must be submitted through the course Canvas site, typed, in PDF format unless otherwise specified by the deadline provided. You are responsible for making sure that you have submitted your assignment to the correct folder at the correct time. If you have issues submitting your assignment you may email the instructor – however you will need to still submit the assignment through Canvas. All work will only be accepted in pdf format unless otherwise specified. Please use the following file naming format when submitting files via Canvas:

Lastname.Firstname.AssignmentName

Example: Sepulveda.Alicia.WhatIsSocialInnovationEssay

COMMUNICATION

(1) The course Canvas website will be the primary platform for course documents and assignment submissions. I will send out Canvas emails and alerts with important information, and it is your responsibility to check those when they show up in your email inbox! The site will be regularly updated, so check it often.

(2) Assignments will be introduced in class and posted to Canvas. If a class is missed, it is your responsibility to download and review missed assignments and to complete required work prior to the next class. It is not the instructor's responsibility to notify students of course content they have missed or assignments they have failed to complete.

ZOOM INFORMATION (Should the class have to go remote)

Setup

1. Students must download the Zoom app at zoom.us prior to class time.
2. For a secure connection to the campus network from any location, students will need to connect to CU Boulder's VPN service. Instructions for installing VPN can be found here:
<https://oit.colorado.edu/services/network-internet-services/vpn>.
3. Linked-in tutorials for Zoom are available to students' portals under "CU Resources – Trainings."
4. For students who do not have internet access, Comcast is offering internet essentials for \$9.95 a month (plus tax) for low income customers (<https://www.internetessentials.com/>).

Troubleshooting

1. If you have issues with internet connectivity during a Zoom session and need to re-connect, use the Zoom link to rejoin the class (instead of contacting the instructor and asking for the link). This link can also be found in Canvas.
2. If for some reason you are disconnected in the middle of class and unable to re-connect, make a snapshot of the error message you receive and send it to me and OIT.
4. To minimize problems, test your audio and video settings etc. ahead of time and get familiar with the interface.

Additional Information

1. For more information on remote learning resources, see
<https://oit.colorado.edu/covid-19-resources/remote-guidance-students>.
2. Visit the Canvas - Student Support page
(<https://oit.colorado.edu/services/teaching-learning-applications/canvas/help/student-support>)
for resources on how to access your courses on Canvas, download the Canvas Student App to access features on your mobile device, and obtain additional help.
3. My office hours will be open Tuesdays by appointment. The link to my virtual office will be emailed once a meeting is scheduled.

POLICIES

Accommodation for Disabilities - If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Classroom Behavior - Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

Honor Code - All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Preferred Student Names and Pronouns - CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Requirements for Covid-19 - As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office \(contacttracing@colorado.edu\)](mailto:contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office \(contacttracing@colorado.edu\)](mailto:contacttracing@colorado.edu).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation - CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

Religious Holidays - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email me one week in advance or early. See the [campus policy regarding religious observances](#) for full details.

You Belong - "You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or white, or perceived to be white, or if you are of mixed racial/ethnic heritage, or if you are perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking. You belong here regardless of your political affiliation, or if you don't have one. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn. As the instructor for this course, I will try hard to ensure you and your classmates always remember that you belong

here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same. Your decision to remain in this course will serve as your agreement to adhere to the commitments to diversity and inclusion outlined above.”

SOCY4161: Executing Social Innovations
Course Schedule
Tuesdays 7pm-9:30pm

Dates	Topics	Class Readings (Be Prepared to Discuss on Assigned Dates)	Assignments Due
Week 1: January 11	Introductions Foundational Principles	Rediscovering Social Innovation Social Innovation, what it is and what it is not	
Week 2: January 18	Options for Executing Your Social Innovation	Social Entrepreneurship: The Case for Definition Social Innovation Creates Prosperous Societies Ten Nonprofit Funding Models Why We Need Intrapreneurs	
Week 3: January 25	Developing Your Innovation Concept – Design Thinking	Design Thinking for Social Innovation The First Secret of Design is Noticing – TED talk Why Social Innovators Need Design Thinking Hidden Brain Unstuck Podcast	“What is Social Innovation Execution” Guided Essay Due 1/31 at 11:59pm
Week 4: February 1	Developing Your Innovation Concept -- Empathize & Understand	Mission-Driven Entrepreneurs Want to Solve Big Problems. Here's How They Can Do It. Social Innovation and Collaboration. Identifying and Engaging Stakeholders with Power, Purpose, Passion, and Presence Seven Elements of Social Innovation	Start Interviews for Problem Statement and Stakeholder Assessment

Week 5: February 8	Developing Your Innovation Concept – Defining the Problem Solopreneurship	Read at least 3 profiles of Social Entrepreneurs and their Social Innovation from this linked website. 6 Differences Between A Solopreneur and Entrepreneur	
Week: 6: February 15	Making it Real -- Ideation & Prototyping	Deep Work Hidden Brain Podcast, Cal Newport Mission Statements Vision Statements	
Week 7: February 22	Nuts & Bolts of Execution: Innovation Operating Structures	US Small Business Administration: Write Your Business Plan https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan The Colorado Business Resource Book: https://coloradobusinessresourcebook.com/ CO Secretary of State Business Checklist IRS Form 1023	Problem Statement & Stakeholder Assessment Due 2/28, 11:59pm
Week 8: March 1	Nuts & Bolts of Execution: Selling Your Innovation	Master the Pitch, B*tch with Nicole Glaros Seven Key Components of a Perfect Pitch: https://articles.bplans.com/the-7-key-components-of-a-perfect-elevator-pitch/ Browse Website: 1 Million Cups Review Life Design Institute Website	
Week 9: March 8	Nuts & Bolts of Execution: Funding Your Innovation	Grant writing 101 for US Nonprofits: Learning the Formula 12 Grant Writing Tips Crowdfunding	Start drafting your Pitch Deck. Bring what you have to class next week, March 15.

		Browse Websites: Social Venture Partners , Uncharted , xgenesis.io	
Week 10: March 15	Nuts & Bolts of Execution: Marketing Your Innovation	Entrepreneurial Marketing: The Missing Link in Social Enterprise Studies 11 Inspiring Examples of Social Entrepreneurs Pitching their Social Ventures Familiarize Yourself with The Pitch Canvas available on Canvas During class, bring ideas, draft slides, and notes to discuss with colleague(s) in class.	Bring a draft version/outline of your Pitch Slide Deck. Discuss pitch with classmate and get feedback during class.
Week 11: March 22	Spring Break (No Classes)		
Week 12: March 29	Execution / Operational Plans: Foundational Principles	Strategies for Learning from Failure Podcast: Got a Great Idea? Here's How to Get People on Board How to Win Friends and Influence People Review Fixed and Growth Mindset Document in Canvas Ted Talk: A Sixth Sense for Project Management	
Week 13: April 5	Execution / Operational Plans: Budgeting Milestones, & Management	A How-To: Guide to creating a Small Business Budget Lumen Learning Module 3 (available in Canvas)	Team Consulting Presentations Due today, 4/5 during class
Week 14: April 12	New Venture Challenge	Instead of class, you will attend the New Venture Challenge , in-person at the Boulder Theater OR via Zoom option. More details in class.	Pitch Slide Deck + Video Due 4/15 by 11:59pm
Week 15: April 19	Successful Social Innovations in Action!	Guest Speakers – Review Websites listed in Canvas	

Week 16: April 26	Speed Pitching	Live Student Pitches – 3 minutes each Last Class	Execution / Operational Plan: Budget, Milestones, and Timeline Due 5/2 at 11:59pm Extra Credit Due 5/2 at 11:59pm
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