

# **BUSINESS AND LOCAL POVERTY COURSE GENESIS, PEDAGOGY AND FUTURE**

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## **ABSTRACT**

*This paper provides a discussion of the creation and development of a Social Entrepreneurship course and pedagogy within a Christian higher education institution's business school. It addresses the evolution of the course across nine years and concludes with future course option considerations.*

## **BACKGROUND**

The Brock School of Business (BSOB) embraced the following mission statement in 2006: "Brock School of Business at Samford University delivers life-long education to its constituents through quality teaching, meaningful scholarship, and servant relationships, imbued by its Christian commitment." The development of the BSOB's mission focus evolved within the context of Samford University's mission: "to nurture persons in their development of intellect, creativity, faith and personhood, and as a Christian university, the community fosters academic, career and ethical competency while encouraging social and civic responsibility and service to others." With the stated dual purpose of "servant relationships" and "encouraging social and civic responsibility," BSOB instituted a social entrepreneurship (SE) concentration and SE minor in its curriculum during the 2007-2008 academic year. When SE was introduced into the curriculum, the BSOB became one of only nine national higher education institutions with this focus, which placed BSOB with a unique national recognition and distinction. Furthermore, in creating and instituting the SE minor and concentration, BSOB met an AACSB (Association to Advance Collegiate Schools of Business) accreditation standard to support a school's mission through its curriculum. BSOB seeks to fulfill its accreditation requirements within each review cycle and curriculum enhancements that support the AACSB standards provides the needed evidence.

## **CREATION OF SE COURSE**

With the approved BSOB's SE concentration and minor coupled with a passion for the awareness of local poverty, the introduction of a new course, Business and Local Poverty, took place in Jan Term 2009. Jan Term is a mini-term within Samford's academic year that occurs in the first three weeks of January. It is not a required term for the completion of a degree. However, Jan Term lends itself to exploratory course options that take the student/learner out of the classroom and engage in "experiential" learning. Previously, the only non-campus Jan Term courses taught by BSOB faculty were international courses. With the approval of the SE curriculum, the lead author determined to create a course with a "local" experience to engage the student in exploring the concepts of business and local poverty. Thus, the creation of Business and Local Poverty course, MNGT 310, which was offered for the first time in Jan Term 2009. The course initially served as a business elective for any of the six BSOB majors as well as general elective credit for a non-business major. The initial course description, objectives and schedule are included in the syllabus found in Exhibit A.

The 3-week schedule included hosting several BSOB alumni serving in non-profit sectors as well as visiting non-profit ministries in education, healthcare, food sourcing, and addiction recovery. The visits with the local community are coordinated through an organization, Christian Service Mission, which serves the greater Bir-

mingham community. However, the backdrop for the course's learning and perspective, came from the initial text readings. These included *Compassion, Justice, and the Christian Life: Rethinking Ministry to the Poor* and *Same Kind of Different as Me: A Modern-Day Slave*, an *International Art Dealer* and the *Unlikely Woman Who Bound Them Together*. One of the texts was a pre-course assignment and the second text content was discussed during the first week. The principles of the two texts provide a context and lens through which the class interpreted the experiential learning over the course's term. The veneer of "helping the poor" was dismantled by providing an understanding of the impoverished and "coming along" beside them in order to do "with them" rather than "to/for" those in poverty. As a result, the attributes of the SE focus were a thrust of the initial course offering. The class interacted with ministries that served citizens who were impoverished in both material as well as spiritual means. The class developed an understanding and perception of society's marginalized members through personal experience and hands-on efforts. The course engaged with seven different municipalities throughout urban Birmingham. The diversity of urban neighborhoods were a part of the course since the issues of poverty present themselves in varying conditions based on the history of the individual section of the city. The class participated in a day of service by working with those recovering from addiction in a thrift store that generates millions in revenue to support the ministry. A concluding, highlighted event in the inaugural course's activities was participation in Birmingham's viewing of Barack Obama's initial inauguration in a large auditorium on January 20, 2009. The venue held a crowd of 99% African-Americans along with the Jan Term class of Caucasians. The class had an appreciation through which to view the inauguration of "hope and change" after working among those who at times had no hope.

At the course's conclusion, students provided anonymous course evaluation feedback that affirmed the creation of the course. In fact, a few students said it should be a "required" course for every Samford graduate. Exhibit B provides course evaluation feedback for the first offering (2009) and the most recent iteration (2017/2018) of the course. An example from a 2012 course evaluation states: "Amazing opportunities to see poverty in Birmingham. Should be a requirement for all Business majors."

### **SUBSEQUENT ITERATIONS OF COURSE**

Since 2009, the course has been taught every Jan Term with continuing modifications and adjustments based on student comments and evolving social consciousness of the Samford and BSOB community. In 2011, a new

pre-course text, *A Framework for Understanding Poverty*, was assigned that provided an interpretation and understanding of poverty at the national and local levels. The text enabled understanding of the people and conditions in which the class interacted. A third text, *When Helping Hurts*, introduced in 2014, continued to broaden the understanding of poverty through a Christian lens and interpretation over years of research. During the 2010 (and 2011) offering, the class engaged in lifting an individual family's plight from poverty through acts of unconditional service and resources. The students cleaned and overhauled a blighted home whose owners were mentally disabled and unemployed. The home was condemned due to its condition, but the owners continued to inhabit it in spite of its state. Some of the work involved tearing down walls, removing non-functioning bathroom fixtures, removing rotten floorboards as well as stripped paint. This experience propelled some of the class members to chart a different path in their volunteer focus as well as career pursuits. Since 2012, the course has an intentional focus to connect with the various neighborhood sections of Birmingham. The course interacts specifically with those who minister within the constructs of health care, education and relief of food insecurity. Typically, many of these non-profit efforts are coordinated with the local churches. The local churches are the pivotal change agents for the community as noted in the course's texts. As the course evolved with the ministry interactions, businesses and business professionals that support and aligned themselves with the poverty-alleviating ministries also became a part of the course. The business professionals speak at the conclusion of the course after the students develop and deepen their poverty worldview. Outcomes from these discussions (with the business professionals) result in students' engagement and commitment to poverty alleviation. Each class offering has an additional twist that seeks to engage the learner in their understanding of poverty and the role in which they choose to serve. In summary, the pedagogy of the course adjusts to the interests and needs of the student learner across the spectrum of service learning. Please see Exhibit C for the most recent offering's syllabus and schedule from Jan term 2018.

### **INTEGRATION WITHIN SE CURRICULUM**

In 2015, the faculty determined and affirmed that the Business and Local Poverty course would be an asset within the SE minor and concentration. This change moved the course from a business elective or general elective to a SE required course. The faculty approved an international and domestic focus for the SE minor and concentration. With the option for either an international SE focus or domestic SE focus, the course became the selected course

for the domestic SE focus. The adoption of the course into the main BSOB curriculum for a major (majors can add the SE concentration) or minor (non-business majors) affirmed the significance and worth of the course. See Exhibit D for the former SE minor curriculum and updated SE minor curriculum with the foci differentiation. See Exhibit E with the former SE concentration curriculum and updated SE concentration curriculum with the foci differentiation. The sequencing of the courses allows the student to create a foundation for their SE study, which culminates with the capstone SE course and decision to take a domestic or international course.

### STUDENT OUTCOMES

As mentioned previously and evidenced through Exhibit B, students endorsed the benefit of enrolling and completing the course. An article from the Jan Term 2017 offering was published on the web. The article included a student testimonial that acknowledged an internship placement because of the class. Over the past nine years, former students decided to enter the non-profit arena to advance the cause and plight of the poor within the Birmingham community and other local urban municipalities across the country. Samford alums return to BSOB and speak regarding the benefits of the course for their professional trajectory. Listed in Exhibit F are some of the ministries and areas of service that employ or engage these former students. These placements reflect the intended course objectives and goals. Exhibit G includes direct quotes from two students which each highlights the impact of the course.

### FUTURE OF THE COURSE

Currently the course is only offered during the mini 3-week Jan Term in Birmingham. Oftentimes, students request the course for a full academic, 15 -week term. If the course were offered in a fall or spring term, the scope of the course would be broadened for a specific impact in a Birmingham municipality. The students would assume an inner city project in which they would project their learning and understanding through completion of a strategic goal of one of the ministry partners. The class, as a whole, would collectively select the project to adopt for the course term. The selection would occur after the students capture the essence of the course text and teachings and have a context to choose a project. Currently, one of the ministries that the course intersects with in Jan Term is launching a charter school for K-12 students in a blighted community. The class could serve as initial mentors and tutors in this launch along with assistance in strategic deployment of this vision. In addition, the class could host cadres

of learning for the Samford community during a full term offering. As indicated in Exhibit B, students express the notion that the course should be required for all Samford students. In that context, the learning cadres could be a catalyst to start those conversations and understanding. The students could deepen the knowledge base of the Samford community through hosting cadres of conversation regarding the intersection of one's faith and actions within the local Birmingham community. Additionally, the course could collaborate with Samford's Mann Center for Ethics and Leadership whose mission is to serve the Birmingham community and abroad. The additional partner of the Mann Center allows a more broadened resource impact on the Birmingham community. The final exam for the course would be a presentation to the partnered ministry or business. The presentation would address the impact of the experience on the student and class as well as recommendations for continuing the efforts in the future. In addition, the offering during a regular academic term allows students, who are unable to attend (and pay) for a Jan Term, the opportunity to take and complete the course for their SE minor or SE concentration. Another potential future offering of the course is through an online platform. Creating a virtual classroom for an experiential course is somewhat challenging. However, the course would direct the student, after immersing themselves in the principles espoused by the texts, to seek a local effort that serves the underserved in their local community. The student, in effect, would create his or her own individual project that "comes alongside" the business or ministry effort to "experience" the course's attributes on an individual level. In coordination with the business or ministry, the student would journal their experiences and learning throughout the term with a final reflection of how their worldview of poverty evolved and changed over the 15-week term. Offering the course online, the students could be taking the course in cities throughout America, and each student would interact with their classmates through the online platform sharing their distinct project and building awareness of these issues on a national level. The opportunities become unbounded with the virtual offering.

### FINAL THOUGHTS

The evolution and development of the Business and Local Poverty course grew from a desire to introduce our BSOB students to local issues in poverty to a course that serves the broader Samford and local community. The spectrum of the course's evolution from its initial impetus to create a course to heighten students' awareness of the local Birmingham poverty issues to the adoption of the course within the school's SE curriculum, affirms the course's

validity. Additionally, the course's pedagogy evolved over the past nine years to pique the dynamic interests of the students and developments within the community to alleviate poverty and support the underserved. Opportunities abound to continue this learning and offering for the BSOB students. The course has potential to work in a non-Christian higher education institution. These

type institutions could create a course whose focus is to understand poverty. Since the current U.S. poverty rate is 12.7%, according to the United States Census Bureau, which represents over 40.6 million people (2016). With the focus on poverty, the course could investigate how businesses can alleviate its symptoms through entrepreneurial endeavors and public policy advocacy.

## EXHIBIT A – FIRST SYLLABUS/SCHEDULE

### BUSINESS AND LOCAL POVERTY MNGT 310 JAN TERM 2009

#### REQUIRED TEXTS/GUIDES:

Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor by Robert D. Lupton, Ventura, CA: Regal Books, 2007.

Same Kind of Different as Me: A Modern-Day Slave, an International Art Dealer and the Unlikely Woman Who Bound Them Together by Ron Hall and Denver Moore, Thomas Nelson, 2006.

#### DESCRIPTION:

The course explores the tenets of poverty against the backdrop of experiential learning in Birmingham venues. The course will examine the basic myths, beliefs and facts regarding poverty in a modernistic worldview. These will be discussed through a lens of Christian perspective and social entrepreneurial understanding. The course will involve heavy reading for class discussion as well as outside classroom participation in non-profit arenas serving the poor.

3 credits. No Prerequisites.

#### OBJECTIVES:

1. Understand and discuss basic elements of poverty.
2. Analyze role of business in poverty dilemma.
3. Observe dynamics of poverty.
4. Examine current non-profit missions to the poor.
5. Evaluate potential economic and social solutions to condition of poverty.
6. Work in context of depressed circumstances.
7. Analyze experience in framework of Christian worldview.
8. Identify opportunities to impact with a learned social responsibility perspective.
9. Understand how mission organizations interface and change depressed conditions.
10. Gain understanding through outside speakers of non-profit organizations.

#### STUDENT EVALUATION:

Grades will be based on the total possible points based on the following deliverables:

Text Reflection	100
Reading Presentation	100
Test	100
Reflective Journal – 6	600
Oral Presentation	100

**Text Reflection** – pre-course reading – **due Monday January 4**

Read Same Kind of Different as Me text before first day of class – Monday January 4.  
Provide a 1-2 page reflective paper of the reading. Guidelines provided.

**Reading Presentation** – **Tuesday January 5 or Wednesday January 6**

Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor text is required reading for first class. Students will present assigned chapter on 1/5 or 1/6. Guidelines provided.

**Test** – **Thursday January 7**

Short answer test based on Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor textbook.

**Reflective Journal** – **Daily beginning Tuesday January 12 (after 1-11 site visit)**

Daily reflections on site visits submitted for journal. Guidelines provided.  
Students submit journal entries the next day. 20% late penalty assessed.

**Oral Presentation** – **Thursday January 21**

Students will present an analysis of their experience on the last day of class utilizing text concepts. Guidelines provided.

**Grading Guidelines**

**Written deliverables** will be graded on the following criteria: organization & appearance, clarity of writing (including grammar & spelling), comprehensiveness, and evidence of learning (ability to apply business concepts). See Appendix A for Guidelines.

**Oral presentations** will be evaluated on the following criteria: organization of your presentation, thoroughness of your presentation, enthusiasm, creativity, evidence of preparation, timeliness (within time allotted), eye contact, lack of dependency on notes, varied vocal inflection, lack of distracting words or mannerisms and quality of visual aids.

**Attendance policy:** If students incur more than 1 absence (other than University related absences) during the course of the Jan Term—then the student’s final grade will be lowered two whole percentage points for each additional absence. After 3 absences, a student will incur an automatic FA.

**Tardiness:** If the student is tardy (class starts on time), then they will incur an absence.

	CLASS	ASSIGNMENTS
<b>Week 1</b>		Read Lupton text
<b>Jan. 5</b>	Introduction/Overview Speaker: Ms. Lisa Taylor (9-10)	Prepare for text discussion
<b>Jan. 6</b>	Class – Chap. 1-8 Not-Forgotten Ministry – Zach Shipps, Brian Cook, Tyler Fuqua (9-10)	
<b>Jan. 7</b>	Class – Chap. 9 – 17 Dr. Tom Edwards – Household of Faith Medical Care (8:30-9:30) Kristina Scott – Alabama Poverty Project (10-11)	
<b>Jan. 8</b>	Test (8:30-9:30) Mission Birmingham	
<b>Week 2</b>		
<b>Jan. 12</b>	Christ Health Center – Woodlawn 5720 1 <sup>st</sup> Ave. South 35212	Chap. 1, 2, 3–Schiller
<b>Jan. 13</b>	Greater Birmingham Shiloh Baptist Church/Arrington Middle School	Chap. 4, 5, 6–Schiller
<b>Jan. 14</b>	Urban Farms/Urban Ministries United Methodist	Chap. 7, 8, 9–Schiller
<b>Jan. 15</b>	Christian Service Mission/Restoration Academy	Chap. 10, 11, 12–Schiller
<b>Week 3</b>		
<b>Jan. 19</b>	Holiday – Martin Luther King	Optional experiential work Chap. 13, 14, 15–Schiller
<b>Jan. 20</b>	Southeastern Meats/Inauguration	Chap. 16–Schiller
<b>Jan. 21</b>	PING/The Foundry	Prepare for presentation
<b>Jan. 22</b>	Oral Presentations	

## EXHIBIT B COURSE EVALUATIONS

### 2009

“How worthwhile was this course in comparison with others you have taken at this university?”  
5 out of scale of 1 – 5 with “5” being extremely worthwhile

“I really enjoyed this class. It was very effective and makes you think. I definitely think it should be offered every Jan Term.”

“Really hitting deep into our hearts and changing our perspective locally about poverty.”

“It provides excellent experience. It makes us think and challenges our beliefs. It enables us to better serve our community. It teaches us about poverty and shows how real it is.”

“Visually seeing the types of environment these poor people are living in. Being able to interact with the people we met and work with.”

“I loved the Robert Lupton book. I enjoyed most of the sites we visited. I loved it was an experience-based class. I learned more in this class than probably any other class at Samford. It motivated me to read and be knowledgeable and get involved.”

“This is the perfect Jan Term class. It gives great insights into things that we are not familiar with.”

### 2017/2018

“How worthwhile was this course in comparison with others you have taken at this university?”  
5 out of scale of 1 – 5 with “5” being extremely worthwhile

“The class was the best class I have taken in my three years at Samford. This course is extremely touching and takes a different approach to the classroom. This class opened my eyes to the community around me and changed my life for the better.”

“Great course, love that we aren’t just reading about our topic but are actually going out and seeing/experiencing it.”

“This is the coolest course that I’ve taken at Samford. I love that we got to go out into the community and experience what we read in the books. Honestly I think this course should be required for everyone at Samford – definitely my favorite class by far.”

“I might take this course even if it did not count for any credits. It is informative on poverty and it gives each student an excellent overview of the network of ministries of Birmingham.”

“Strengths of the course is that everyone at Samford should take this course.”

“The course allows students to view poverty with a Christian lens while also seeing how business affects people within less fortunate communities. Through this Christian lens, it put my plans moving forward in a deeper perspective and draws greater interest to the non-profit sector.”

## EXHIBIT C CURRENT SYLLABUS/SCHEDULE

Business and Local Poverty  
MNGT 310  
Jan Term 2018

8:30AM -12:00 PM [2:30 PM during week of 1/8/18].

INSTRUCTOR: Alfred E. Newman  
OFFICE: Room 999A  
PHONE NUMBER: 999-9999 (Office); 999-9999 (cell)–before 9:00 PM  
E-MAIL : AIDaNewMan@MadU.edu  
OFFICE HOURS: By appointment

### COURSE SYLLABUS

#### REQUIRED TEXTS/GUIDES:

Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor by Robert D. Lupton, Ventura, CA: Regal Books, 2013. – no e-texts (Kindle versions)  
A Framework for Understanding Poverty by Ruby Payne, Highlands, TX: aha! Process, 2013. (no e-texts or Kindle versions)  
When Helping Hurts by Steve Corbett & Brian Fikkert, Moody Publishers, 2012.

#### DESCRIPTION:

The course explores the tenets of poverty against the backdrop of experiential learning in Birmingham venues. The course will examine the basic myths, beliefs and facts regarding poverty in a modernistic worldview. These will be discussed through a lens of Christian perspective and social entrepreneurial understanding. The course will involve heavy reading for class discussion as well as outside classroom participation in non-profit arenas serving the poor.

**3 credits.** No Prerequisites.

Receive 10 convo credits upon successful completion of course

#### OBJECTIVES:

1. Understand and discuss basic elements of poverty.
2. Analyze role of business in poverty dilemma.
3. Observe dynamics of poverty.
4. Examine current non-profit missions to the poor.
5. Evaluate potential economic and social solutions to condition of poverty.
6. Work in context of depressed circumstances.
7. Analyze experience in framework of Christian worldview.
8. Identify opportunities to impact with a learned social responsibility perspective.
9. Understand how mission organizations interface and change depressed conditions.
10. Gain understanding through outside speakers of non-profit organizations.

**STUDENT EVALUATION:**

Grades will be based on the total possible points (1000) based on the following deliverables:

Pre-course Text Reflection	100
Reading Presentation	50
Test	100
Reflective Journal – 6	600
Oral Presentation (final)	100
Participation	50

**Text Reflection** – pre-course reading – **due Wednesday January 3**

Read A Framework for Understanding Poverty text before first day of class – Tuesday January 3. Provide a 1-2 page reflective paper of the reading. Guidelines provided.

**Reading Presentation – Thursday January 4**

Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor text is required reading for first class. Students will present assigned chapter on 1/4. Guidelines provided.

**Test – Friday January 5**

Short answer test based on **Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor** textbook. Open book and open notes.

**Reflective Journal – Daily beginning January 9 (after 1-8-18 site visit)**

Daily reflections on site visits submitted for journal. Guidelines provided.

Students submit journal entries the next day a 20 point late penalty will be assessed.

This assignment constitutes the majority of your final assessed grade. Consequently, the reflections need to be thorough, comprehensive and thoughtful by following the specified guidelines (handout) on the reflections.

Save your daily notes from site visits for final presentation.

**Oral Presentation – Thursday January 18**

Students will present an analysis of their experience on the last day of class utilizing text concepts. Guidelines provided.

**Participation**

Students expected to contribute daily to classroom discussions and site visits in order to engage the learning and course experience. Participation will be evaluated daily based on contribution level – Cartledge will assess at conclusion of each day. Over the 10 day course experience, the student is expected to participate each day. Students will earn points based on the following rubric:

- 50 – daily contributions with no absences
- 40 – intermittent contributions includes 1 absence
- 30 – minimal participation includes 1 absence

	CLASS	ASSIGNMENTS
	<b>Pre-course Assignment</b>	Read: A Framework for Understanding Poverty–paper
<b>Jan. 3</b>	Class overview; Discussion of Payne and Lupton presentations; <b>Kristina Scott</b> , Director of Alabama Possible	Bring pre-course text and paper to class
<b>Jan. 4</b>	Class – Chap. 1 -8 (Lupton) Class – Chap. 9 – 19 (Lupton)	Chapter presentations Study Test
<b>Jan. 5</b>	Test – Lupton text <b>Allison Nanni</b> , Mann Center for Ethics and Leadership–Samford	
<b>Jan. 8</b>	<b>Woodlawn</b> Christ Health Center/Dream Center Dr. Robert Record and Business Mgr.	Read Intro, ch. 1&2 – Corbett & Fikkert; 8:30 AM – 1 PM



Jan. 9	<b>West End</b> Greater Shiloh Baptist Church – Dr. Wesley and discussion of recent grant	Read ch. 3&4 – Corbett & Fikkert; <b>Submit site reflection #1;</b> 8:30 AM – 12:30 PM
Jan. 10	<b>CSM Staff at CSM with a few partners. Operation of Business</b>	Read ch. 5&6 – Corbett & Fikkert; <b>Submit site reflection #2</b> 8:30 AM – 2:00 PM
Jan. 11	<b>East Lake–Lovely Center</b> John McNeil	Read ch. 7, 8 & 9 – Corbett & Fikkert; <b>Submit site reflection #3</b>
Jan. 12	<b>Bessemer – The Foundry</b> Micah Andrews SERVE DAY	Read ch. 10, 11 & Appendix – Corbett & Fikkert; <b>Submit site reflection #4</b> 8:30AM – 2:00 PM
Jan. 15	Martin Luther King Jr Holiday	
Jan. 16	<b>Keith Stanley</b> – WorkFaith; <b>Thomas Beavers</b> – Pastor New Rising Star Baptist Church; <b>Mark Peeples</b> , MAP Development	Read ch. 11; <b>Submit site reflection #5</b>
Jan. 17	<b>Tommy Brigham</b> – Woodlawn Fdn.; CEO ARC Realty <b>Stephen Black</b> – Impact America Prepare for presentation	<b>Submit site reflection #6</b>
Jan. 18	Oral Presentations – <b>Final</b>	

### EXHIBIT D

2009 Social Entrepreneurship Minor** Required Courses	Course Credits	Total Required Credits
<b>Group I (must be completed before starting Group II)***</b>		<b>10</b>
BUSA 100 World of Business	3	
ECON 201 Principles of Macroeconomics**** –or– ECON 202 Principles of Microeconomics	3	
ACCT 211 Accounting Concepts I	4	
<b>Group II (can be completed in any order)***</b>		<b>9</b>
ENTR 304 Entrepreneurship/Small Business Concepts	3	
BUSA 311 Marketing Management	3	
ACCT 384 Financial Mgmt. of Non-Profit Entities	3	
<b>Group III</b>		
ENTR 486 Social Entrepreneurship	3	<b>3</b>
Total Required Credits		<b>22</b>

2018 Social Entrepreneurship & Nonprofit Management Minor* Required Courses	Credits
<b>Group I (must be completed before starting Group II)</b>	
ECON 202 Principles of Microeconomics	3
ACCT 211 Accounting Concepts I	3
<b>Group II (can be completed in any order) *</b>	
MNGT 303 Principles of Management –or– ENTR 304 Entrepreneurship/Small Business Concepts	3
MARK 311 Marketing Management	3
ENTR 384 Financial Management for Nonprofit Entities	3
<b>Group III (Should be taken after Group II but can be taken concurrently with Group II)**</b>	
ENTR 486 Social Entrepreneurship and Nonprofit Management	3
ECON 394 Development Economics –or– MNGT 310 Business and Local Poverty –or– ENTR 485 Entrepreneurship	3
Total Required Credits	<b>21</b>

**EXHIBIT E**

<b>2009 Social Entrepreneurship Concentration Required Courses</b>	<b>Credits</b>	<b>Total Required Credits</b>
<b>Social Entrepreneurship Core</b>		<b>12</b>
<b>ENTR 384 Financial Management of Non-Profit Entities</b>	3	
<b>ENTR 485 Entrepreneurship</b>	3	
<b>ENTR 486 Social Entrepreneurship and Not-for-Profit Management</b>	3	
<b>ENTR 487 Applied Social Entrepreneurship and Not-for-Profit Management</b>	3	
<b>TOTAL CREDITS</b>		<b>12</b>

<b>2018 Social Entrepreneurship Concentration Required Courses</b>	<b>Credits</b>	<b>Total Required Credits</b>
<b>Social Entrepreneurship Core</b>		<b>12</b>
<b>ENTR 384 Financial Management of Non-Profit Entities</b>	3	
<b>ENTR 486 Social Entrepreneurship and Not-for-Profit Management</b>	3	
<b>ENTR 487 Applied Social Entrepreneurship and Not-for-Profit Management</b>	3	
<b>ECON 394 Development Economics –or– MNGT 310 Business and Local Poverty –or – ENTR 485 Entrepreneurship</b>	3	
<b>TOTAL CREDITS</b>		<b>12</b>

**EXHIBIT F**

**STUDENT PLACEMENT**

1. Former student in inner city Philadelphia
2. Former student working inner city ministries
3. Working in inner city church across racial divides
4. Serving in Asian country with underserved citizens
5. Serving in one of the non-profits that was a part of the course
6. Serving in marketing organization in social responsibility capacity
7. Serving in community development in Colorado
8. Serving as director of tax prep initiative in inner city
9. Serving on non-profit board that rescues trafficked women
10. Planning a church in inner city Philadelphia

**EXHIBIT G**  
**STUDENT TESTIMONIALS**

First student:

The course of Business and Local Poverty is not a space for mere theory; doctrine divorced from action; belief or philosophy or concept separate from the lifestyle rhythms of how the Christian ought live. While combining book studies and classroom discussion equally with inner city visits to social enterprises and predominantly black churches, I am gently compelled through this course to embrace the exposure of my ignorances that how I have always viewed poverty, and efforts to alleviate its widespread reach, could in fact rest atop broken foundations of savior-complex volunteerism and detached program. While discussing hot topic issues ranging from gentrification and racial reconciliation to generational poverty and systemic injustice, - the impoverished, the prostituted, the widowed, the orphaned, the marginalized, the sick, the imprisoned, the lost—and in so doing that we might too sell everything for the hidden treasure that is the King and his Kingdom and too begin walking alongside our most hurting brethren.

Second student:

The Business and Local Poverty class transformed the way I think about poverty, social structures, and community development. The assigned reading opened my eyes to my own blind spots and incorrect thinking, and the site visits gave me specific examples of how churches and ministries were already facilitating positive change. Six years after the class, I continue to use the connections gained through the class as a starting point for my involvement in areas of poverty in my city. I would recommend this class as a must-take for anyone wanting to learn how they can be a part of God's work redeeming cities through community development.