UMBC UGC New Course Request: ENTR 350 Design Thinking for the Entrepreneur

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	Name	Email	Phone	Dept
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COURSE INFORMATION:

Course Number(s) Include Cross-listed Courses	ENTR 350, ENTR 608
Formal Title	Design Thinking for the Entrepreneur
Transcript Title (≤30c)	Design Thinking for Entr
Recommended Course Preparation	
Prerequisite	Must the pre-requisite be passed with a grade of: ☐ 'A' ☐ 'B' ☒ 'C' or ☐ 'D' ENTR 200
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	☐ Yes ☒ No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	☒ Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course addresses the fundamental principles of design thinking, and solving for difficult entrepreneurship and business problems facing early and growth-stage companies. A regional entrepreneurial company will serve as a source of problems for student teams who will take on the role of advisors.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?
The need for/use of Design Thinking in organizations of all sizes has continued to intensify to solve difficult problems. As we continue to build the ENTR Minor it is essential we continue to include courses that address knowledge and skill areas our students will need to have.

b) How often is the course likely to be taught?
The course will be taught every 3 semesters during either the Fall or Spring semester.

c) How does this course fit into your department's curriculum?
It is a much needed elective for the ENTR Minor as it teaches design thinking for problem solving in organizations of all sizes, from early stage startups to established companies.

d) What primary student population will the course serve?
Juniors and seniors interested in design thinking. This course is also offered as a graduate course (ENTR 608) and is crosslisted as ENTR 350. **The purpose of crosslisting is to provide the opportunity for undergraduate students to meet and learn from students already working in professional fields who are enrolled in the graduate section of the class. Undergraduate students will also experience being in a graduate setting (in a limited number of undergraduate seats).**
In addition, Gib Mason, the instructor of the course is the Graduate Program Director of the MPS in Entrepreneurship Innovation and Leadership

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
It is an elective that requires some preliminary knowledge taught in earlier classes (it has a prerequisite of ENTR 200 and enrollment in the ENTR Minor) and the rigor of the class is at a level that juniors must have attained. Therefore, it is proposed to be a 300 level course.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
ENTR 200 is a prerequisite to this course.

g) Explain the reasoning behind the P/F or regular grading method.
This is a course of 3 credits and the grading is to be regular, typical to other lecture courses that are offered at this level with student material, and assessments. The regular grading reflects the different degrees of learning attained by the students.

h) Provide a justification for the repeatability of the course.
This course is not to be repeated.

ATTACH COURSE SYLLABUS (mandatory): Please see separate file

Required Information for Registrar's Office Implementation:
Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	☐ Clinical ☐ Discussion ☐ Field Study ☐ Independent Study ☐ Laboratory ☒ Lecture ☐ Practicum ☐ Seminar ☐ Thesis Research ☐ Tutorial
Departmental Consent	☐ Yes ☒ No
When Offered (Fall, Summer, Winter, Spring, Other*) *If Other, please describe	This course will be offered as an elective every 3 semesters during either the Fall or Spring.

Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):

Fall 2021 or Spring 2022

Under what APR will this course evaluated? Under the regular APR of all ENTR-designated courses in the ENTR Minor

UMBC

AN HONORS UNIVERSITY IN MARYLAND

ENTR 350 / ENTR 608 | Design Thinking for the Entrepreneur

Instructor: Gib Mason
University of Maryland Baltimore County
Email: gibmason@umbc.edu
Cell: 443-562-7912
Hours: by appointment

Meeting Times

Class meeting will take place on M,W,Tr 6:00-9:10; ITE 456
May 30th – June 21, 2018

Course Description

This Course Design Thinking, addresses the fundamental principles of design thinking, and solving for difficult entrepreneurship and business challenges facing companies. An entrepreneurial company will serve as the source of a challenge for student teams who will take on the role of advisors. Drawing on research and theory in design thinking, entrepreneurship, critical thinking, creativity, ethnography, and systems theory, this course enables the student to develop skills in how to think about difficult challenges that are characterized by volatility, uncertainty, complexity, and ambiguity and for which there are no options that satisfy the needs of all stakeholders and constituencies. The majority of the course focus will be on finding and framing the challenge in creative ways using techniques such as ethnographic observation, prototyping, storytelling, journey mapping, value chain analysis, and divergent/convergent idea generation before considering a range of solutions in the form of options and gathering feedback to enable the assessment of those options. The students will present their findings through a presentation and a written report to members of the organization. The particular challenge the students will begin with is: How can this company enhance the employee experience?

Course Learning Objectives

- Use design thinking tools
- Apply design thinking project management aids
- Improve innovation performance
- Embed design thinking to increase visibility to new opportunities
- Develop consistent streams of value creation
- Challenge the status quo
- Understand the symbiotic relationship between economic viability and design
- Recognize the move from competitive to comparative advantage
- Employ ethnographic techniques to observe, diverge and converge on insights, develop stories, and experiment
- Recognize design thinking influencers
- Use entrepreneurial thinking to design experiments and physically model potential solutions
- Apply experiences to design
- Evaluate how design thinking meets the corporation
- Uncover designing for tomorrow – today
- Apply critical thinking principles as the fundamental intellectual standard for thinking about thinking
- Use design thinking and creative problem-solving skills to identify and frame difficult business challenges with more discipline before considering alternative solutions
- Use systems thinking to generate options, analyze problems and solutions, and consider the impact of decisions on the company or organization
- Enhance your written and oral communication skills while working with the management team of your client

Prerequisite:
For Undergraduate students: ENTR 200
For Graduate students: Enrollment in the EIL program or in at least the second semester of graduate study. Other students may be admitted with instructor permission.

Course Materials

Required Readings:

The Designing for Growth Field Book: Jeanne Liedtka, Tim Ogilvie, and Rachel brozenske, 2011

Desigh Thinking for Strategic Innovation: Idris Mootee, 2013

Additional articles and links to required reading and viewing will be posted in Blackboard

Course Format and Assignments

This course is a survey of a broad set of topics. Classes will be conducted in a peer learning, lecture, discussion, and applied learning format. Students will demonstrate their understanding of information about design thinking in a journal reflection (Infusion), team design thinking step production, and a team final paper and presentation to their client.

The writing assignments are:

Infusions – Individual: – Students will reflect on the semesters experiential learning. Two "Infusions" are required for the semester for undergrads and three for grad students. The 1st infusion is on Mootee's impact on your project. Infusion #2 is on Liedtka's impact on your project. Both infusions are three page written assignments. (12 point font, double spaced)
FOR GRAD STUDENTS ONLY: Infusion #3 is your biggest takeaway from the course and what you are going to do about it. This is a five page written assignment. (12 point font, double spaced)

Design Thinking Steps – Individual/Team: Each of the 13 design thinking steps require individual and/or team work. The work will be defined throughout the semester.

Client Solution Report (final) – Team: Client Solution paper (40+ pages). Report must include at least 15 primary reference sources* that support your solution.

Client Solution Presentation (final) – Team: Prepare and deliver a 60 minute presentation to the client on the teams' findings.

*Primary reference sources must be used in the Client Solution Report. Sources must be appropriately cited according to the APA style guide. Appropriate reference sources include, scholarly research papers, client interactions (interviews, focus groups, etc.), articles published in academic journals or government websites, but not personal webpages or Wikipedia. Traditional news articles may be used if necessary to provide appropriate context.

Grading Criteria

Course work	Grade distribution:	Individual	Team
Design Thinking Steps	30%	10%	20%
Client Solution Report	30%		30%
Client Solution Presentation	20%		20%
Infusions	20%	20%	
Total	100%	30%	70%

Grading rubrics will be provided for written assignments and presentations. No grade will be assigned for class participation. Students are expected to participate in class discussions.

Final grade will be computed as follows:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
<60%	F

Course Policies

UMBC provides a range of writing assistance, which can be found in the following:

The Writing Center
http://lrc.umbc.edu/tutor/writing-center/

Research Guides & Tutorials
http://lib.guides.umbc.edu/tutorial

Failure to follow guidelines for each assignment, including the required format, style, length, submission, etc., may result in at least one-letter-grade reduction on the paper depending on the type and/or number of transgressions.

Late/Incomplete assignments will not be accepted unless an extension has been agreed to in advance. Emergency situations will be handled on a case by case basis with appropriate justification and/or documentation.

Incomplete grades will not be entertained unless extenuating circumstances warrant and your request is made before the last week of class.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, failure, suspension or dismissal.

Refer to the UMBC policy at:
http://catalog.umbc.edu/content.php?catoid=14&navoid=718#academic-integrity

Counseling Center (Just In Case App)

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems

with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being.

Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App. This app can be accessed by clicking: http://counseling.umbc.edu/justincase

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: 410-455-2472. Hours: Monday-Friday 8:30am-5:00pm.

Disability Services

Disability Services: UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, and determine reasonable accommodations. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations, or any other concerns that you have.

Equity, Diversity, Equal Opportunity, and Affirmative Action

Equity, Diversity, Equal Opportunity, and Affirmative Action: UMBC provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Mental Health and Stress Management

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Counseling Center at http://counseling.umbc.edu/services/.

Student Success Center

Student Success Center: UMBC's comprehensive academic support program designed to help students reach their academic goals and become independent, lifelong learners. The Learning Resource Center collaborates with students, faculty, staff, and the community to conduct programs that maximize learning success at an honors university.

Inclement Weather Policy

Inclement Weather Policy: Students are strongly encouraged to consult the UMBC Student Handbook and Academic Catalog and the University website for detailed information regarding the above items.

Course Syllabus

Course Structure:

Ses-sion	Date	Place	Time	Course work	Shapiro	Students
1	Wed-5/30	UMBC	6:00 – 9:10pm	Meet the Client	3-4 Senior Members	All
	Prep for Shapiro; Meet the Client 7-8; Class Structure Developed; Step 1-Identify an opportunity; **Pre-work:** Barry Schwartz-The way we think about work is broken					
	Assignment: Notes from the introduction, and team findings from Shapiro surveys and other reports – Due 6/3 8:00pm					
2	Thur-5/31	UMBC	6:00 – 9:10pm	Visualization	N/A	All
	Step 2-Scope the project, Step 3-Draft your design brief, Step 4-Make your plans, Review secondary research; Develop your approach to journey mapping or value chain analysis; **Pre-work:** Design Thinking: Reimagining the employee experience					
	Assignment: Teams complete Step 2, 3, 4 – Due 6/2 5:00pm					
3	Mon-6/4	Shapiro: Site Visit	2:00 – 4:00pm	Journey Mapping	5-10	4-5
	Step 5-Do your research, Draft journey map poster created by each student; Team findings from Shapiro surveys and other reports; **Pre-work:** Emily Pilloton-Teaching design for change					
	Assignment: Draft journey map and team findings posters – Due 6/5 8:00pm					
4a	Wed-6/6	Shapiro: Site Visit	2:00 – 4:00pm	Value Chain Analysis	5-10	4-5
	Step 5-Do your research, Draft value chain analysis poster created by each student					

	Assignment: Draft value chain analysis poster – Due 6/6 8:00pm					
4b	Wed-6/6	UMBC	6:00 – 8:00pm	Class Time	N/A	All
	Step 5-Do your research, Draft persona & 360 empathy posters completed by a few teams of students					
	Assignment: Draft persona & 360 empathy posters – Due 6/6 8:00pm					
5	Thur-6/7	Shapiro: Site Visit	2:00 – 4:00pm	Mind Mapping	5-10	4-5
	Step 6-Identify insights and Step 7-Establish design criteria, Gather all journey maps, value chains, persona's, 360 empathy posters, Notes from the introduction, and team findings from Shapiro surveys and other reports; facilitate mind mapping exercise at Shapiro; Complete **What Is?**					
	Assignment: Draft mind map (team) – Due 6/9 5:00pm					
6a	Mon-6/11	Shapiro: Site Visit	2:00 – 4:00pm	Brain Storming	5-10	4-5
	Step 8-Brainstorm, Blue card brainstorm					
	Assignment: Draft brainstorm results (team) – Due 6/11 6:00pm					
6b	Mon-6/11	UMBC	6:00 – 8:00pm	Class Time	N/A	All
	Takeaways from Steps 6, 7, 8; **Pre-work:** Idris Mootee-Design Thinking-leading change managment					
	Assignment: Infusion #1 Mootee's impact on your project – Due 6/17 5:00pm					
7	Wed-6/13	UMBC	6:00 – 9:00pm	Concept Development	N/A	All
	Step 9-Develop concepts and Step 10-Create some napkin pitches; Complete **What If?** **Pre-work:** Richard Clarke-Designing our Futures					
	Assignment: Draft concepts and napkin pitches created in class – Due 6/13 9:00pm					
8	Thur-6/14	Shapiro: Site Visit	2:00 – 4:00pm	Test Assumptions	3-4 Key Managers +	4-5
	Step 11-Test assumptions					
	Assignment: Results of assumption testing (team) – Due 6/16 5:00pm					
9	Mon-6/18	UMBC	6:00 – 9:00pm	Customer Co-Creation	3-8	All
	Step 12-Make prototypes and Step 13-Get feedback from stakeholders; Complete **What Wows? Pre-work:** Liedtka-Better by Design					

10	Wed-6/20	UMBC	6:00 - 9:00pm	Paper & Presentation	N/A	All
	Finalize paper and presentation; **Pre-work:** Robyn Richardson-Design Thinking for Every Endeavor					
11	Thur-6/21	UMBC	6:00pm	Learning Launch	As many as you like	All
	Deliver paper and presentation; Complete **What Works?**					
	Assignment: Infusion #2 (biggest takeaway and what are you going to do about it) - 6/23 5:00pm					
KEY		Shapiro at UMBC		UMBC at Shapiro		Shapiro not involved