

UNDERGRADUATE CURRICULUM PROPOSAL COVER SHEET

Title of Proposal: - Must begin with Department Abbreviation:
 UHON - Honors College: Innovations in Honors

Check One: Full Proposal Information Item

Effective Date for Curricular Offering: Pilot Spring 2015; implementation Fall 2015

FROM: Greg O'Dea Honors Guerry 202 4166 gregory-odea@utc.edu
 spokesperson's name Dept. Bldg, office # Phone ext. e-mail

Does this require new resources from the originating department or other department? Yes
 Please attach explanation if yes.

Faculty of the originating department approved this proposal on April 24, 2014 (date),
 by a vote of 7 aye votes; 0 nay votes; 0 Abstentions; 3 eligible voting members absent
 *The "faculty" here means the Honors College Planning Committee; members are listed on the proposal.

The following have examined this proposal:

Dept Head/Director: Greg O'Dea [Signature] 7/25/14 X
 Printed Name Signature, date Approve Neutral Disapprove*

College Curriculum Committee Date: 4/24/14 Vote: 7-0-0 Signature of Chair: [Signature]

Spokespersons for Affected Departments

Printed Name, Department	Signature, Date	Approve	Neutral	Disapprove*
Neslihan Alp, Dean, COECS	<u>[Signature]</u> <u>08/12/14</u>	<input checked="" type="checkbox"/>		
Robert Dooley, Dean, COB	<u>[Signature]</u> <u>8/12/14</u>	<input checked="" type="checkbox"/>		
Jeffery Elwell, Dean, COA&S	<u>[Signature]</u> <u>8/5/14</u>	<input checked="" type="checkbox"/>		
Theresa Liedtka, Dean, Library	<u>[Signature]</u> <u>8/5/14</u>	<input checked="" type="checkbox"/>		
Valerie Rutledge, Dean, CHEPS	<u>[Signature]</u> <u>8-5-14</u>	<input checked="" type="checkbox"/>		
Dean/Director: Linda Frost	<u>[Signature]</u> <u>8-4-2014</u>	<input checked="" type="checkbox"/>		
University Registrar: Linda Orth	<u>[Signature]</u> <u>8.21.14</u>			
Provost/Representative:		<input checked="" type="checkbox"/>		

Lab/studio fee requested: Yes No
 Provost: A. Jerald Ainsworth
 Signature, date Approve Neutral Disapprove*

*Those who disapprove may attach an explanation.

ACTIONS on this proposal:	Curriculum Committee	Faculty Senate
Date the proposal was considered	_____	_____
Vote of the body:	_____	_____
Accepted as information item (indicate date)	_____	_____
Approved as submitted (indicate date)	_____	_____
Approved with amendments (amendments indicated and transmitted to all signatories above, date):	_____	_____
Signature of Chair:	_____	_____

15-010 uq

Curriculum Proposal for Innovations in Honors

Introduction and Background:

The creation of the UTC Honors College was proposed and approved in 2012 with the support of a major gift in order to create additional honors experiences for students on campus; since that time, a new dean has been hired to lead this effort. During the 2013-2014 academic year, a number of university-wide town hall meetings were held to ascertain the needs for honors as felt by every interested segment of the university population—faculty, administrators, staff, and students. Additionally, an Honors College Planning Committee was established to do the actual work of designing these experiences and envision the role the Honors College should play on campus.

The Honors College Planning Committee consisted of the following members:

Linda Frost, Dean of the Honors College, co-chair
Greg O’Dea, Director of Brock Scholars, co-chair

Pam Ashmore, Anthropology
Tim Gaudin, Biology
Beverly Kutz, Lupton Library
Gary Liguori, Health and Human Performance
Irv Resnick, Philosophy and Religion
Keith Richards, Business
Valerie Rutledge, Dean, CHEPS
Jocelyn Sanders, Academic Affairs
Manuel Santiago, Chemistry
Joanie Sompayrac, Business, Brock Scholars
Chris Stuart, English
Cecilia Wigal, Engineering

Students:

Robert Fisher (SGA President)
Saba Munir (Brock Scholars Student Council President)
Stephen Palmer (SGA, Non-Brock)

The Planning Committee wrote the following UTC Honors College vision statement:

The UTC Honors College will be a center of innovation providing: enriching experiences for the campus overall, a conduit for research, and an intellectual community that develops creative, transformative student, staff, and faculty leaders through a community-embedded and globally-informed curriculum.

The Honors College Planning Committee decided that students graduating from the UTC Honors College should be able to:

- communicate effectively, think critically, and problem-solve creatively

- create knowledge by way of artistic products, individual research, and/or collaborative projects
- collaborate with other members of the university in order to serve the larger Chattanooga and area community
- lead by virtue of their work either on campus or off.

The Honors College Planning Committee also agreed that three major academic programs and experiences should be housed in the College: the Brock Scholars Program, a new shorter honors program that would be accessible not only to existing honors students but also currently enrolled and transfer students, and an Office of Undergraduate Research and Creative Activity (URCA Office). Subcommittees that were organized to discuss and shape these three initiatives concluded that: the Brock Scholars Program would be revised and enlarged to eventually admit up to 100 freshmen each year; the URCA Office would be led by a Director who would work to create a vibrant undergraduate research and creative activity culture for the whole campus; and a new, problem-based learning program entitled Innovations in Honors (IIH) would be proposed to increase the access to honors as needed (i.e., no size limit has been placed on this program as of yet). IIH will offer a community-based experiential learning opportunity for all interested students who are admitted.

Rationale

Problem-based learning is a proven pedagogical force (Albanese & Mitchell, 1993; Norman & Schmidt 1992; Hmelo & Silver 2004; Hung, Jonassen, & Liu 2008; Finley 2012). While emphasizing the power of hands-on instruction in solving “authentic” problems, IIH will also provide an additional track of honors coursework for currently enrolled students beyond the four-year Brock Scholars Program, as well as students who transfer in from another university. The benchmarks of the National Collegiate Honors Council, the Basic Characteristics of Fully Developed Honors Colleges and Programs, include this mandate: “When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.” Developing a flexible 13-hour honors program that does not require general education coursework will meet this benchmark.

The current Brock Scholars Program does not accommodate several populations of students who would most definitely benefit from an honors experience. Students who realize an interest in honors after their freshmen year at UTC or who transfer to UTC from another institution are currently relegated to the Associate Brock Scholars program, an arm of the larger Brock Scholars Program that requires only 10 hours of honors credit and that does not effectively – per the assessment of the current Brock Scholars administrators – enfold these students into the Brock Scholars community. The Innovations in Honors Program meets this need, then, to offer a robust but manageable short-term honors experience that still creates a powerful community by virtue of the cohort model used in the two required Innovation Labs. The Brock Associates program has never been focused on this kind of initiative, nor has it striven to develop additional relevant skills in the students involved in it. IIH is focused on a problem-based

curriculum that seeks to heighten our students' ability to collaborate as both critical *and* creative thinkers. These are the skills most imperative for our graduates to practice and master, skills that will enable them to compete effectively for the kinds of post-graduate study and employment UTC graduates now seek. Given the increased interest in the national education community in promoting intentional creative practices among students in order to best prepare them for an unpredictable and ever changing workforce, we intend to support the development of our students' critical thinking, their applied creativity, their ability to successfully collaborate, and to lead.

IIH meets the various requirements of the campus community and the Honors College Planning Committee: it creates an additional honors track that is open to transfer and currently enrolled students; it will constitute its own community even as the students in it will be part of the larger Honors College community; it offers a shorter honors experience that offers value-added to any degree while also extending the reach of honors education across the campus, to new students, new faculty, and previously uninvolved community members; it creates an honors experience that is timely, relevant, and certainly not available on the campus.

The Innovations in Honors program is entirely additional coursework; it is not designed to be a general education replacement program as is the Brock Scholars Program. Even so, we anticipate that select coursework completed for Innovations in Honors may qualify for general education credit/certification and that the capstone requirement may also double count for certain major capstone experiences. We hope that some of the Innovation Labs (detailed below) will in fact be acceptable elective coursework for some students' majors depending on the subject of that sequence and the student's major. These substitutions will be handled on a case-by-case basis.

Program Description

The Innovations In Honors (IIH) Program in the Honors College will consist of 13 hours of honors coursework, at least 6 of which will be completed the first year of the student's participation in the program. These hours will consist of a two-course sequence focusing on problem-solving and, when possible and desirable, community engagement. A single faculty member will lead each Innovation Lab and guide the students in the location of relevant resources and research. Innovation Lab instructors need not be experts in the areas being addressed but rather must be comfortable broaching the questions the students propose and guiding them toward the appropriate resources needed to answer them, be those resources other faculty, research materials, community representatives, or out-of-classroom experiences. Innovation Labs may also be team-taught and, when possible and desirable, can include community members as teaching partners.

Students completing Innovation Lab I UHON 2850 will be able to:

- intentionally and productively collaborate with their peers
- utilize a range of creative exercises and processes to aid in the process of discovery
- design a substantial research problem and question

- determine what information is needed to address the problem posed
- locate the necessary resources to find that information

Students completing Innovation Lab II UHON 2860 will be able to:

- conduct a long-term research study
- generate a concluding action plan based on the proposed question
- reframe the question as additional information is acquired
- work in a professional manner with the designated community partner
- successfully present the results of their project in the form of individual reports, group proposals, and a public presentation

Admission, Continued Eligibility, and Program Requirements

Students will apply for Innovations in Honors each year by a pre-determined deadline; requirements for admission include a minimum 3.25 UTC GPA and a completed application submitted by the deadline (TBD) via our website. A completed application will include an essay, UTC transcript, and at least one letter of recommendation by a current faculty member. No grades, test scores, or letters from the student's high school experience will be required or accepted.

Currently enrolled students in Innovations in Honors will be required to maintain a 3.25 GPA in order to continue in the program. Although there are no scholarships directly attached to Innovations in Honors participation, students in the program will be eligible to apply for and receive endowed scholarships offered generally to Honors College participants.

The requirements for a student completing the Innovations in Honors Program include:

- | | |
|--|---------|
| ✓ Innovation Lab I, 2850: | 3 hours |
| ✓ Innovation Lab II, 2860: | 3 hours |
| ✓ Capstone Experience (either DHON or UHON 4995): | 4 hours |
| ✓ Other approved experiential option
or Brock honors seminar: | 3 hours |

Capstone experiences may include:

- Departmental Honors Thesis in the student's major department
- UHON 4995, a two-semester research or creative project resulting in a thesis under the supervision of a faculty member and approved by a faculty examining committee

All experiential options will include a final written summary and a reflection piece; all experiential options must be approved by the Dean or Associate Dean of the Honors College. Possible credit-bearing experiential options may include, but not be limited to the following:

- A study abroad or domestic study-away experience
- An undergraduate research project or experience
- An extensive, self-directed community service project
- An application for a national scholarship or fellowship

Students in Innovations in Honors will also be eligible to take honors seminars in the Brock Scholars Program to fulfill this three-hour requirement; these courses may also replace other general education requirements.

Leadership Requirement

Students in the Honors College are required to meet a leadership requirement; such a requirement could be met in a myriad of ways including simply their work as a team leader in their Innovation Lab. Other possible leadership experiences may include: SGA participation; leadership position in any other student organization; an RA position; leadership in a research environment; leadership in a local organization or community agency; leadership within the Honors College itself particularly as part of the Honors College Student Council. Completion of the Leadership Requirement will be determined by the inclusion and quality of the reflection about that experience that the student includes in his/her portfolio.

Assessment for the Honors College: Student Portfolios

For purposes of assessment, documentation, and overall student growth, each student in the Honors College will maintain an electronic portfolio that will be the repository of their reflection essays on all academic course work and out-of-classroom, experiential, research, and leadership experiences. Portfolios will also include relevant assignments—including a copy of the honors capstone project—that will serve to satisfy the program’s assessment needs as well as the needs of the student to maintain their most critical and formative honors work in one place; portfolios will be organized via Honors College outcomes. These portfolios will provide students with the opportunity to record and reflect on their own development over time as well as provide the College and the university with an ongoing account of that student’s overall academic, professional, and civic development.

A curriculum map for the Honors College with the IIH included in it is attached.

Catalog Descriptions

Innovations in Honors

The Innovations in Honors Program offers students the opportunity to undertake a civically engaged, problem-solving sequence of Innovation Labs that will culminate in a solution proposal and action plan, answering authentic problems that are relevant to our city, state, and region. Admission to the IIH Program is determined by application and students will begin their IIH coursework—13 hours required in total—after their first year in college. Students admitted to IIH will be full members of the Honors College

with all the benefits therein and those who successfully complete their IIIH requirements will receive special acknowledgment on their diploma and at Commencement.

UHON 2850 - Innovation Lab I

(3) Credit Hours

First course in a required two-course sequence in which students problem-solve on behalf of a community or campus partner. Students will learn applied creative practices as well as collaborate in small groups in order to begin the foundational research needed to answer the most pressing questions in our community. Seminar. Prerequisite: Admission to the Honors College; English 1010 and 1020, UHON 1010 and 1020, OR permission of the Dean. *An IP grade will be awarded at the end of the semester; on completion of Innovation Lab II, the IP will be replaced with a standard grade.*

UHON 2860 - Innovation Lab II

(3) Credit Hours

Second course in a required two-course sequence in which students problem-solve on behalf of a community or campus partner. Students will apply and revise the research they completed in Innovation Lab I and compile a solution proposal and action plan for putting the proposal in place. Seminar. Prerequisite: Admission to the Honors College; English 1010 and 1020, UHON 1010 and 1020, OR permission of the Dean. *An IP grade will be awarded at the end of Innovation Lab I; on completion of Innovation Lab II, the IP will be replaced with a standard grade.*

UHON 4995 – Thesis

(4 credit hours)

A two-semester research or creative project resulting in a thesis under the supervision of a faculty member, and approved by a faculty examining committee.

Limited to Honors College students.

Grading Method: IP/Standard

Delivery Method: Tutorial

Courses in Current Program Options

The courses required for completion of the Innovations in Honors curriculum include: Innovation Lab I (see attached proposed sample syllabus), Innovation Lab II (see attached proposed sample syllabus), DHON or other honors thesis option, any existing Brock seminar (see Revision of the Brock Scholars Program Curriculum Proposal), and any existing experiential or undergraduate research courses under the departmentally ubiquitous 4997. Instructors for the Innovation Labs will be selected via proposal as future Brock seminar instructors will be selected; the Honors College will put out a call for these proposals in the fall, make these selections, then utilize the spring and summer to help faculty new to honors and these courses develop their classes. All Innovation Labs will be built around an “authentic” problem to be solved; the first pilot, to be

offered by Rebecca Jones in the spring of 2015, will focus on the problem of maintaining a young talent pool in the city; our community partner for that course is the Benwood Foundation.

Economic and Pedagogical Impact of the Proposal

The Honors College will not be hiring new faculty to teach these courses but will instead compensate individual departments from which these faculty will necessarily be released in their home departments. This amount may vary depending upon the required replacement for the faculty member wishing to participate in the Innovation Labs. Budget for this replacement cost is currently being considered and will be an additional line of funding for the Honors College. In addition, the departments from which faculty who propose and have Brock Seminars selected for teaching will also be compensated for those courses. We believe that the involvement of community partners in these courses will also generate additional funding opportunities for the College. The cost of this new program then, really, could be quite minimal.

The cost this year for the faculty member planning the course (\$1000) and needing release from her home department to teach it (\$2000/\$3000 depending on need to replace her) is no more than \$4000. Additional programming costs covering presentation requirements, trips to sources of information or other resource needs, as well as possible refreshments for select meetings with community partners will be required; this year, we are estimating \$1000 for these costs. Access to materials, technology, and other library resources required for IHH and the revised Brock Scholar Program will be handled on a case-by-case basis. All costs for the first pilot year will be covered by the Honors College establishing gift; on-going costs will be requested as part of the overall budget for the Honors College.

Implementation Date

We plan to pilot a condensed first version of Innovation Lab II as UHON 1999 (Special Topics) in Spring 2015; students in the High Achieving Mocs Living Learning Community will have already had coursework in creativity, collaboration, and leadership in their modified USTU course taught by the Dean of the Honors College. We plan to roll out the first full sequence of Innovation Lab I & II in Fall 2015 and Spring 2016.

COURSE: UHON 2850
TITLE: Innovation Lab I
CREDIT: 3
FACULTY: Rebecca Jones, Department of English
PRE- CO- REQUISITES: Admission to the Honors College & ENGL 1010/1020 or UHON 1010/1020

CATALOG DESCRIPTION:

First course in a required two-course sequence in which students problem-solve on behalf of a community or campus partner. Students will learn applied creative practices as well as collaborate in small groups in order to begin the foundational research needed to answer the most pressing questions in our community. Seminar. Prerequisite: Admission to the Honors College; English 1010 and 1020, UHON 1010 and 1020, OR permission of the Dean. *An IP grade will be awarded at the end of the semester; on completion of Innovation Lab II, the IP will be replaced with a standard grade.*

COURSE OBJECTIVES:

Students completing Innovation Lab I will be able to:

- intentionally and productively collaborate with their peers
- utilize a range of creative exercises and processes to aid in the process of discovery
- design a substantial research problem and question
- determine what information is needed to address the problem posed
- locate the necessary resources to find that information

EVALUATION:

Students will receive points for all assignments required; while many of these will be generated from within developed groups; all group assignments will also include individual student reflections that will detail how the group functioned and the individual student within it.

Student reflections (weekly):	500 pts.
Other assignments (i.e., group reports, sample problem outlines, etc.):	500 pts.
Final group presentations:	100 pts.
In-class critiques:	100 pts.
General participation:	100 pts.

All assignments will be detailed in individual handouts with rubrics to accompany them.

TEXTBOOK:

There is no set textbook for this course as most of the course resources are tied to the individual and unique problem being addressed. Readings will be assigned as is required by the work of the course.

All students in Innovation Labs I & II will be required to maintain an electronic portfolio for all coursework. *All students must register for both Labs in order to receive final credit; students will receive an IP for Innovation Lab I that will be replaced by a final grade at the completion of Innovation Lab II.*

ADA STATEMENT: Attention: If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006 or come by the office, 102 Frist Hall. (See [http://www.utc.edu/disability-resource-center/.](http://www.utc.edu/disability-resource-center/))

Course Description:

UHON 2850 is the first of a two-course sequence that initiates and walks students through a problem-based curriculum. Working with community or on-campus partners, Innovation Lab I will help students learn how to: identify and utilize specific creative strategies; develop a workable problem, one initially posed by the partner; prepare a logical and comprehensive research plan for the problem; revise both that plan and the problem statement based on the information gained in the process; present their initial research plans to their community partner in an attractive and professionally advantageous manner. The course involves extensive teamwork which will be both modeled and assessed and will help students understand the process by which they can approach *any* complex research problem. Run as a seminar, Innovation Lab I is definitively a student-centered course. The students' work is the subject of the class and there will be minimal lecture or straightforward information-delivery sessions throughout the semester. It is expected that certain class and work sessions will necessarily meet off-campus in order to take full advantage of the resources embedded in the community.

Syllabus:

Week 1:

Introduction to applied creativity; team building exercises and individual work personality assessments; learning to differentiate commentary variants in group brainstorming sessions. Sample sessions.
DUE: reading responses; student reflections.

reading: Edward de Bono, Six Thinking Hats

reading: excerpt from Tina Fey, Bossy Pants

film: Ken Robinson, "How schools kill creativity"

Week 2:

Problem-based learning; determining what constitutes a “problem.” Sample problem discussion and analysis using applied creative techniques. Development of group learning techniques.

DUE: sample problem outlines; student reflections.

reading: Metropolitan Revolution.

reading: chattanoogaastand.com

reading: The Craft of Research, Booth et. al.

Week 3:

Run sample problem exploration; work through the initial stages of the problem’s articulation, elaborations, and required information. Include a practice presentation to wrap-up.

DUE: sample group problem presentations; student reflections.

Week 4:

Background info on relevant community partner and discussion of professional behavior. Meet with community partner; hear presentation on proposed problem to be addressed. Begin group brainstorming sessions conjecturing about the assigned problem.

DUE: individual problem articulations; student reflections.

Week 5:

Design Challenge Workshop with community partner; working in groups, develop initial innovation models for the problem.

DUE: sample team problem descriptions; student reflections.

Week 6:

Fact compilation session; what background do we need to have to understand this problem? Development of research teams and a clear delineation of initial research responsibilities.

DUE: team descriptors with research articulations; student reflections.

Week 7:

Teamwork on required research; teams are assigned components of the required research. Resource location and credibility.

DUE: draft of research plans; student reflections.

Week 8:

In-class presentations of initial research plans. Check-in with community partner; what are we forgetting?

DUE: research proposals and presentations for each team; student reflections.

Week 9:

Research work in teams.

DUE: student reflections.

Week 10:

The rules of successful presentation; speaking effectively, getting one's ideas in the public.

DUE: 3-minute speeches and in-class critique; student reflections.

Week 11:

Finding the holes in one's research; what do we still need to know? How does what we found out change our primary question? Teams assess research results.

DUE: research critiques; student reflections.

Week 12:

In-class presentations of team research.

DUE: presentation critique; student reflections.

Week 13:

Presentations of research to community partner.

DUE: team presentations; student reflections.

Week 14:

Next steps; revising problem articulation. Planning for next semester.

DUE: individual work plans for Innovation Lab II; team final assessments; student reflection.

COURSE: UHON 2860
TITLE: Innovation Lab II
CREDIT: 3
FACULTY: Rebecca Jones, Department of English
PRE- CO- REQUISITES: Admission to the Honors College & ENGL 1010/1020 or UHON 1010/1020

CATALOG DESCRIPTION:

Second course in a required two-course sequence in which students problem-solve on behalf of a community or campus partner. Students will apply and revise the research they completed in Innovation Lab I and compile a solution proposal and action plan for putting the proposal in place. Seminar. Prerequisite: Admission to the Honors College; English 1010 and 1020, UHON 1010 and 1020, OR permission of the Dean. *An IP grade will be awarded at the end of Innovation Lab I; on completion of Innovation Lab II, the IP will be replaced with a standard grade.*

COURSE OBJECTIVES:

Students completing Innovation Lab II will be able to:

- conduct a long-term research study
- generate a concluding deliberation on the proposed question
- reframe the question as additional information is acquired
- work in a professional manner with the designated community partner
- successfully present the results of their project in the form of individual reports, group proposals, and a public presentation

EVALUATION:

Students will receive points for all assignments required; while many of these will be generated from within developed groups; all group assignments will also include individual student reflections that will detail how the group functioned and the individual student within it.

Student reflections (weekly):	500 pts.
Other assignments (sample solution outlines, innovation models, etc.):	500 pts.
Final group presentations:	100 pts.
In-class critiques:	100 pts.
General participation:	100 pts.

All assignments will be detailed in individual handouts with rubrics to accompany them.

TEXTBOOK:

There is no set textbook for this course as most of the course resources are tied to the individual and unique problem being addressed. Readings will be assigned as is required by the work of the course.

All students in Innovation Labs I & II will be required to maintain an electronic portfolio for all coursework. *All students must register for both Labs in order to receive final credit; students will receive an IP for Innovation Lab I that will be replaced by a final grade at the completion of Innovation Lab II.*

ADA STATEMENT: Attention: If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006 or come by the office, 102 Frist Hall. (See <http://www.utc.edu/disability-resource-center/>.)

Course Description:

UHON 2860 is the second of a two-course sequence that initiates and walks students through a problem-based curriculum. Working with community or on-campus partners, Innovation Lab II will help students learn how to: identify and utilize specific solution creation strategies; develop a workable solution proposal and action plan for implementation; revise both the proposal and the plan to best meet the needs of the community partner involved; present their proposal and action plans in an attractive and professionally advantageous manner. The course involves extensive teamwork which will be both modeled and assessed and will help students understand the process by which they can approach *any* complex research problem. Run as a seminar, Innovation Lab II is definitively a student-centered course. The students' work *is* the subject of the class and there will be minimal lecture or straightforward information-delivery sessions throughout the semester. It is expected that certain class and work sessions will necessarily meet off-campus in order to take full advantage of the resources embedded in the community.

Syllabus:

Week 1:

Review of semester plans, community partner responses, and research reports; assessment of current research foundation.
DUE: revised team semester plans; student reflections.

Week 2:

Review of *Six Thinking Hats* and brainstorming techniques; sample solution development; applied creativity exercises; practice group work.
DUE: sample solution outlines; student reflections.

Reading: Edward de Bono, Six Thinking Hats

Week 3:

Design Challenge Workshop with community partner; working in groups, develop initial innovation models for the central problem.

DUE: innovation models; student reflections.

Week 4:

Breaking up the solution into teamwork; develop new teams; begin teamwork on solution exploration.

DUE: justifications for team revisions; student reflections.

Week 5:

Teamwork on solution development; conjecture of additional research required

DUE: student reflections.

Week 6:

Teamwork on solution development; develop additional resource need list.

DUE: problem solution draft with additional resource list; student reflections.

Week 7:

Resource location; brainstorm possible consulting sources.

DUE: solution proposals; student reflections.

Week 8:

Bring speakers and consulting experts to class to process solution proposals; open critique of solution proposals.

DUE: team critiques including responses to consulting experts; student reflections.

Week 9:

Check-in with community partner; in-class presentations of initial solution proposals.

DUE: team presentations of solution proposals; student reflections.

Week 10:

Process community partner responses to initial solution proposals; review of the required format for the final action plans.

DUE: assessment of community partner response; student reflections.

Week 11:

Final action plan work in teams.

DUE: student reflections.

Week 12:

In-class presentations of final action plans.

DUE: final action plans; presentation critiques; student reflections.

Week 13:

Presentations of final action plans to community partner.

DUE: individual versions of final action plans; final team action plans and presentations; student reflections.

Week 14:

Now what? Putting action plans into place; changing culture and shaping the future; final assessments.

DUE: individual work plans for Innovation Lab II; team final assessments; student reflection.