

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Thursday, March 20, 2014 12:15 PM  
**To:** Brothers, Sheila C  
**Subject:** RE: Innovation and Entrepreneurial Thinking  
**Attachments:** Final iNET 2013 Certificate Application.docx

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Innovation and Entrepreneurial Thinking, in the College of Communication & Information.

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Dr Andrew Hippisley  
Professor and Director of Linguistics  
Department of English  
1377 Patterson Office Tower  
University of Kentucky  
Lexington, Kentucky 40506-0027 USA  
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

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## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other

Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): Undergraduate Certificate in Innovation and Entrepreneurial Thinking

Proposal Contact Person Name: Derek R. Lane Phone: (859) 257-9538 Email: Derek.Lane@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
859-257ci Faculty Council	9/24/2012	Dean Dan O'Hair / 218-0290 / ohair@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# University of Kentucky

## Undergraduate Certificate Application Form

*Please use this application form as a guide for your Certificate Program proposal.*

**Name of Proposed Certificate Program:** Innovation and Entrepreneurial Thinking

**Sponsoring Academic Units:** Communication & Information (ci)

**Administering Unit, if different:** NA

**Primary Contact Name:** Dr. Derek R. Lane

**Campus Address :** 310H LCLI

**Phone Number:** (859) 257-9538

**Email:** Derek.Lane@uky.edu

**First Term the Certificate would be offered:** Fall 2014

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- 1. Describe the Certificate Curriculum, the rationale for developing and offering it, and why it is important to have this Certificate. Include here why this is proposed as a certificate rather than a minor.**

Small businesses currently generate the majority of innovations that come from the U.S., and innovations from universities are often the foundation of such companies. Today, more than ever, universities are the platform of innovation for America and the world. The **12-hour interdisciplinary undergraduate certificate program in Innovation and Entrepreneurial Thinking** is aimed at undergraduate students interested in developing specialized knowledge and research expertise in innovation and entrepreneurial thinking that can be applied within both academic and non-academic settings. The University of Kentucky owns important resources through its researchers, inventors, and creative students and faculty. Leveraging those resources with exciting education opportunities that invests students as key partners in this enterprise is long overdue on the UK campus.

The certificate program in Innovation and Entrepreneurial Thinking is designed to provide a coherent, integrated approach to helping ambitious undergraduate students develop and document the skills needed to become a successful innovator and entrepreneurial thinker. The certificate is multi-disciplinary but is hosted by the College of Communication and Information and includes four courses (12 credit hours) completed over a one- to two-year period. Courses include a mix of topics such as communication and leadership, two elective courses on innovation and entrepreneurial thinking from participating colleges, and a required capstone course (EXP 455) involving a project with the iNET entrepreneur-in-residence.

The undergraduate certificate also provides robust learning and teaching opportunities that will lead to enhanced employment and enterprise creation opportunities for University of Kentucky students. Additional outcomes include campus-wide college and department collaboration as well as potential revenue generation.

Each student who completes the program will be recognized as having completed a Certificate in Innovation and Entrepreneurial Thinking. Expected enrollment in the certificate program should be approximately 10-12 students each year—but is expected to scale to approximately 50 students by year 5.

**2. Please provide the learning outcomes for this UG Certificate. What should students be able to do upon completion (use action verbs please, not simply “understand.”)**

- Students will define entrepreneurial thinking and distinguish between *innovative*, *management*, and *social* entrepreneurial thinking using a multidisciplinary perspective; students will also be able to articulate how each type of entrepreneurial thinking can create economic and social value.
- Students will identify and describe the key drivers associated with innovation and entrepreneurial thinking as well as the process of how to effectively transform organizational culture.
- Students will document the risks and rewards associated with entrepreneurial thinking.
- Students will engage in a practical application of entrepreneurial thinking in a functional context.
- Students will cultivate strategic partnerships in local, regional, national, and international partnerships that will nourish innovation ecosystems.
- Students will demonstrate their abilities to privilege, leverage, and foster transformational leadership resulting in observable management, marketing, and communication competencies (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).
- Students will complete an innovative entrepreneurial thinking project that is designed to enhance overall quality of life issues (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).

**3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.**

**Currently Enrolled Undergraduate Students**

## ☒ **Post-baccalaureate Students**

The Undergraduate Certificate in Innovation and Entrepreneurial Thinking is designed to attract currently enrolled ambitious undergraduate students (who have completed at least 60 credit hours) and who are committed to changing their thinking about innovation and entrepreneurial thinking as a catalyst for creating social and economic wealth in Kentucky and across the globe. Post-baccalaureate students will also be encouraged to participate in the certificate program.

### **4. Will the Certificate Program be offered on campus, as a distance education program, or a combination? If so, please describe any distance education components in detail.**

The certificate program will be offered on campus (though we anticipate that students may engage in internship opportunities that will require them to collaborate with entrepreneurs and investors at both national and international venues). A distance education component has been discussed and the curriculum will be revisited as additional interest in online and hybrid delivery is received. The use of technology will also make it possible to scale the program as student interest increases.

### **5. Provide specific courses and other requirements for the Certificate Program. A certificate must have at least 12 credit hours total, at least 12 hours at the 200 level or above, of which at least 6 credits must be at the 300 level or above. No more than 9 credits may be used to satisfy REQUIRED courses in a student's baccalaureate degree program, a minor, or another certificate. Separate listings of courses may be included with the proposal.**

To earn the certificate, a student must complete four 3-hour courses.\*

\*See attached syllabi (note that the certificate program is constructed primarily from existing courses but **new course forms have been submitted for proposed new courses where appropriate**).

#### **COM 381 Communication, Leadership, and Entrepreneurial Thinking**

This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored. **Prerequisite: none.**

The primary purpose of this course is to extend students' theoretical understanding of leadership and entrepreneurial thinking from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in **major term projects which incorporate current leadership theory and research**; and (4) enhance students' understanding of published research in leadership communication and explore the intersections among leadership, communication, innovation, and entrepreneurship.

#### **EXP 455: Capstone Experience in Innovation and Entrepreneurial Thinking**

EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Innovation and Entrepreneurial Thinking at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed and provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program (NSF iCorps [http://www.nsf.gov/news/special\\_reports/i-corps/](http://www.nsf.gov/news/special_reports/i-corps/)) and Stanford's Lean Launch Pad developed by Steve Blank (<http://steveblank.com/2010/12/07/the-lean-launchpad-%E2%80%93-teaching-entrepreneurship-as-a-management-science/>). Students get out of the building as part of the customer development process, advance a value proposition, and test hypotheses related to the nine building blocks of the Business Model Canvas (<http://www.businessmodelgeneration.com/canvas>) as they complete a capstone project that draws on prior innovation and entrepreneurial thinking course work. The experience culminates with a strategic pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in innovation and entrepreneurial thinking. By integrating their knowledge and skills, students will also demonstrate that they possess them.

Thus, the major objective of the course is to integrate the student's course work related to innovation and entrepreneurial thinking through the development of a major project (e.g., written project that may include an SBIR grant application, formal business model, pitch, etc.).

and two **200 level (or above) elective courses** from participating colleges that focus on an innovation and entrepreneurial thinking to be approved by the iNET Academic Certificate Director.

Participating colleges have submitted several existing courses (listed below) to be included in the certificate program to fulfill the three-hour elective. ***Courses will also be added as they are developed and become available.***

## **SAMPLE ELECTIVES FROM A CHANGING LIST OF APPROVED ELECTIVES**

### **AAD 310: Marketing for the Arts**

This course offers an overview of marketing, advertising and promotion for visual and performing arts institutions. Students will learn practical strategies and solutions for building audiences for the arts through market research, marketing principles and communication techniques. Topics include identification and development of the audience, market segmentation, positioning strategies, marketing plans, media coverage and promotion techniques.

### **A-H 503: Art Through the Object: Theory and Practice for Engagement Strategies in the Museum**

Museums first developed around private collections of objects that since have been made public. Today a museum's relationship with its public is paramount for success. Through the integration of theory and practice, this course will examine how museums employ various strategies to connect a multitude of audiences with their collections, these include: audio tours, theatrical performances, and social media. Case studies conducted in area museums will introduce students to past and present engagement strategies and encourage critical evaluation. Through a group project and formal presentations to community members the students will propose new methods that consider a range of tools now available to the museum including mobile technologies.

### **COM 591: Information Technology Strategy (Enterprise Management) Information, Strategy, and Information Technology.**

This course examines the role of information and information technology in the formulation and the realization of organizational strategy. It is geared to aspiring professionals who need to understand what enables and prevents information from being maximally used to contribute to organizational sustainability and competitive advantage. This course covers advanced topics at the nexus of information, strategy and information technology including:

- Definitions and taxonomies that characterize and categorize information, strategy and information technology
- How information complexity and ambiguity influence business and IT strategy
- The role of information and information technology in organizational learning
- Cognitive biases and human defensive routines that affect organizational competitiveness
- The relationship between information and organizational culture
- Information flows across an industry value chain
- Information technologies' impact on markets and corporate competitiveness
- Methods for competing on information
- Future trends regarding information, information technology and strategy

### **EDU 300: Design Thinking in Education**

Design Thinking in Education is a course in which students work on challenges facing the P-20 community. The class is focused on a participatory, design thinking approach, with particular attention to the needs of clients who offer real-life challenges for students to

work on. Students work in collaborative teams on semester-long projects in collaboration with client organizations, field liaisons, and a set of multi-disciplinary experts. Students are exposed to the process of human-centered design, and hone their skills in need finding, problem definition, brainstorming, prototyping, and user testing.

### **JOU 430 MEDIA MANAGEMENT AND ENTREPRENEURSHIP**

An introduction to news media management focusing on start-up, design and operation of newspapers and magazines. This course takes an intensive look at the editorial content, advertising, business and management side of journalism.

#### **6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s), if any.**

Students may enroll in no more than nine credits (taken for a certificate) that may also be used to satisfy the requirements for the student's bachelor's degree. The certificate is designed as an interdisciplinary certificate program and is hosted by the College of Communication and Information.

#### **7. Describe the admissions criteria for this Undergraduate Certificate in detail.**

A student must be enrolled at the University of Kentucky and be in good standing at the time they declare their intent to complete the Undergraduate Certificate in Innovation and Entrepreneurial Thinking.

**Students may declare their intent to complete the certificate program at any time.** To do so they should contact the Student Services or Advising Office where their primary major is housed, but they are not required to see an advisor before adding the certificate. This is the same process a student would follow to add a minor or second program of study to their record. Certificates at UK are only awarded to students who successfully complete (or have completed) a baccalaureate degree. Ideally, a certificate can show a potential employer or graduate program's faculty a specific expertise that a UK graduate brings with them to their new career. There are no additional admissions criteria that must be met.

The Certificate of Innovation and Entrepreneurial Thinking is designed so as to comply with the following University of Kentucky standards for undergraduate certificates:

- A minimum of 12 credits of course work taken for a letter grade.
- **At least 12 credits must be 200 level or above**, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.



- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.
- To remain consistent with current UK policies, students must have and maintain at least a 2.0 GPA, have completed at least 60 hours of undergraduate course credit, and be in good standing with the university to be admitted into the certificate program.

**8. Provide a projection of the Certificate Program's resource needs. Will this certificate require extra funding, classroom space, etc.?**

A summer stipend will be provided by the Office of the Provost, for the faculty Director of the Certificate program. (\$5000, plus \$2000 in travel funds to be used to develop and enhance innovation and entrepreneurial thinking curriculum and networking opportunities). No additional resources are needed in terms of general coursework.

**9. List below all faculty members who will be responsible for planning and participating in the Certificate, and designate who the director will be.**

**Dr. Derek R. Lane**, Director (Associate Dean for Administrative and Academic Affairs, Associate Professor, College of Communication and Information; 2012 graduate of NSF Innovation Corps Program; Ph.D. University of Oklahoma)

**Dr. Ikenna Uzuegbunam** (Assistant Professor, Department of Management, MBA One Year Program, Gatton College of Business & Economics; Research focus on Social Entrepreneurship; Ph.D. Management (Strategy and Entrepreneurship), Rensselaer Polytechnic Institute)

**Dr. David Blackwell** (Dean, College of Business and Economics, Professor; University of Tennessee, Knoxville)

**Dr. Michael Speaks** (Dean, College of Design, Professor, Architecture; Ph.D. Duke University)

**Dr. Dan O'Hair** (Dean, College of Communication and Information; Ph.D. University of Oklahoma)

**Dr. Michael Tick** (Dean, College of Fine Arts, Professor, Theatre Ph.D. New York University)

**Dr. John Nash** (Associate Professor, College of Education; Director of the UK dLab: Laboratory on Design Thinking; Concentrating on tools and techniques to lead innovation and creativity, design thinking is a human-centered approach to understanding problems and creating solutions using extreme innovation and collaboration, Ph.D. University of Wisconsin)

**Dr. Vince Kellen** (UK, Chief Information Officer, Senior Vice Provost for Academic Planning, Analytics & Technologies, Areas of instruction include information, strategy, and information technology, Ph.D. DePaul University)

**Dr. Phil Kraemer** (Professor, Psychology, College of Arts & Sciences; Chellgren Chair for Undergraduate Excellence; Ph.D. University of Western Ontario)

**Dr. Bruce Walcott** (Associate Dean for new Economy Initiatives and Innovations Management, Professor, College of Engineering, Ph.D. Purdue University)

**10. How will you know this Certificate is successful? An evaluation of the program is to be submitted in year five. Please describe the evaluation plans for the Certificate Program.**

The overall effectiveness of the certificate program will be evaluated using two specific types of assessment: 1) individual student competency assessment and 2) program evaluation.

**INDIVIDUAL STUDENT COMPETENCY ASSESSMENT**

Student competency assessment will occur primarily during the capstone course and will incorporate two specific strategies: 1) **a capstone project** and 2) **a written exam** (modeled after the LSAT writing section).

The **capstone project** will be used to assess:

- **Actual student engagement** in a practical application of entrepreneurial thinking in a functional context. The final project, which is something like a brief senior thesis, will provide evidence of the student's ability to synthesize what they have learned as a function of the certificate program in entrepreneurial studies. The final project will vary by student and must be approved by the professor and the iNET Entrepreneur in Residence.
- The extent to which the project **enhances overall quality of life issues** (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).
- Students' **ability to cultivate strategic partnerships** in local, regional, national, and international partnerships that will nourish innovation ecosystems (these partnerships will be documented as part of the final iNET Term Project).

- Student competencies that reveal their ability to privilege, leverage, and foster transformational leadership. **Competencies include observable management, marketing, and communication competencies that are documented in the final pitch and final term project** (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).

The **written exam** will be used to assess the extent to which students can:

1. **Define entrepreneurial thinking and distinguish between innovative** (where entrepreneurial thinkers create and commercialize *new* products, services and business practices), **management** (where the focus is on *traditional* financial, legal, and marketing aspects of start-up businesses), **and social** (innovation in the services sector) **entrepreneurial thinking (using a multidisciplinary perspective) while describing how each type of entrepreneurial thinking can create economic and social value.** Student responses might include comparisons of historical articulations of entrepreneurship (i.e., Jean-Baptiste Say, William Baumol, Joseph Schumpeter, Peter Drucker, etc.), market-based-price-driven models, or relatively recent social entrepreneurship definitions (e.g., *“the social entrepreneur targets an unfortunate but stable equilibrium that causes the neglect, marginalization, or suffering of a segment of humanity; who brings to bear on this situation his or her inspiration, direct action, creativity, courage, and fortitude; and who aims for and ultimately affects the establishment of a new stable equilibrium that secures permanent benefit for the targeted group and society at large”* (Martin & Osberg, 2007)).

[http://www.ssireview.org/articles/entry/social\\_entrepreneurship\\_the\\_case\\_for\\_definition](http://www.ssireview.org/articles/entry/social_entrepreneurship_the_case_for_definition)  
<http://knowledge.wpcarey.asu.edu/article.cfm?aid=711>

2. Identify the **key drivers** (i.e., opportunity, abilities, capital, incentives, culture; Gabr & Hoffman, 2006; talent, passion, mentorship, relationships, leadership, government action) **associated with innovation and entrepreneurial thinking** as well as the process of how to effectively transform organizational culture (including changes to goals, roles, processes, values, communication practices, attitudes, and assumptions—World Bank and Apple as examples).

<http://businessjournal.gallup.com/content/26068/four-drivers-innovation.aspx#1>  
[http://www.ipreg.org/IPREG\\_Final%20Report%20.pdf](http://www.ipreg.org/IPREG_Final%20Report%20.pdf)

3. Describe the **risks** (e.g., market, credibility, investor, security, sporadic income, stress, uncertainty) and **rewards** (i.e., passion, satisfaction, control, great boss, hours, location) **associated with innovation and entrepreneurial thinking.**

<http://entrepkills.hubpages.com/hub/entrepreneurskills>  
<http://www.entrepreneurship.org/en/resource-center/risk-in-entrepreneurship.aspx>  
<http://www.gaebler.com/Risks-and-Rewards-for-Entrepreneurs.htm>

## PROGRAM EVALUATION

Program evaluation is based upon **several metrics**: 1) the number of students who complete the certificate requirements; 2) the visibility of students and faculty involved in innovation and entrepreneurial workshops, conferences, and competitions (including Idea State U); and 3) **summative qualitative assessment data** associated with the **exit interviews** administered at the end of each year to current students and certificate recipients to determine the effectiveness of the curriculum, instructors, and overall certificate program. Increased participation by additional faculty and departments will enhance the scalability of the certificate to at least the size of the current honors program by year 5.

- Student success will be measured, in part, by **retention metrics**. We will also track the ways in which students design the certificate program in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the program attracts a broad and representative spectrum of students.
11. Attach letters of support from department chairs and/or college deans indicating that their units are willing to participate in this certificate program. If no supporting letters are submitted, the proposal will be returned.

Support letters attached from:

Dr. David Blackwell, Dean (College of Business and Economics)  
Dr. Dan O’Hair, Dean (College of Communication and Information)  
Dr. Mary John O’Hair, Dean (College of Education)  
Dr. Michael Speaks, Dean (College of Design)  
Dr. Michael Tick, Dean (College of Fine Arts)  
Dr. Bruce Walcott, Associate Dean (College of Engineering)

12. Submit the completed application, preferably electronically, to:

**Associate Provost for Undergraduate Education**  
c/o Joanie Ett-Mims – joanie.ett-mims@uky.edu  
113 Bowman Hall  
Campus 0059



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



March 4, 2013

Dear Undergraduate Council:

I have had discussions with Dean Dan O'Hair and Associate Dean Derek Lane regarding the proposed undergraduate Certificate in Innovation and Entrepreneurial Thinking.

I am happy to offer my support for the certificate with the following caveats/understandings:

- The name change that reduces potential confusion with formal affiliation with the Von Allmen Center for Entrepreneurship.
- That the certificate will incorporate relevant courses from the Gatton College of Business and Economics as they are developed or as coordinated with the relevant department chairs/academic unit directors. We will continue to coordinate with iNet as relevant courses are developed and approved through the University Senate process.
- That iNet coordinate curriculum and student activities related to the certificate with the Von Allmen Center for Entrepreneurship.
- That the certificate be focused at the undergraduate level with the understanding that the Von Allmen Center for Entrepreneurship and the Gatton College of Business and Economics focus their efforts on graduate programs/certificates related to entrepreneurship.

I believe the undergraduate certificate has the potential to help undergraduate students develop important skills and knowledge that can help them in starting new businesses.

Sincerely,

A handwritten signature in blue ink that reads 'David W. Blackwell'.

David W. Blackwell  
Dean



College of Communication  
and Information  
308 Lucille Little Library  
Lexington, KY 40506-0224  
859 218-0290  
fax 859 323-4171  
cis.uky.edu

November 20, 2012

Dear Undergraduate Council,

As dean of the College of Communication & Information, which hosts iNET, the University's Innovation Network for Entrepreneurial Thinking, I fully support the proposed Undergraduate Certificate in Entrepreneurial Studies. In addition, I have committed my college to teaching one of the two required courses for the certificate as well as the capstone course. This proposal and the ensuing program have been a long time in the making and the efforts of several colleges and dozens of individuals have resulted in an extraordinary success of collaboration and teamwork.

As the founder of iNET and Chair of the iNET Advisory Board, I am fully committed to iNET's mission to provide entrepreneurship education and meaningful entrepreneurial experience to all University of Kentucky students. The Undergraduate Certificate in Entrepreneurial Studies is the cornerstone of the iNET academic initiative and will attract creative students that might have studied elsewhere. Students will benefit from a rigorous curriculum, innovative programming, and a world-class advisory board composed of working innovators and entrepreneurs. The program outlined here has been judiciously benchmarked in order to offer our students an educational experience second to none.

We are delighted to submit this joint proposal to you. We hope that the supporting documentation in support of our proposal meets with your approval. Please let me know if I can provide any additional information, or be of further assistance.

Sincerely,

A handwritten signature in black ink that reads "H. Dan O'Hair". The signature is written in a cursive style.

H. Dan O'Hair  
Dean



October 17, 2012

College of Education  
Office of the Dean  
103 Dickey Hall  
Lexington, KY 40506-0017  
859 257-2813  
fax 859 323-1046  
[www.education.uky.edu](http://www.education.uky.edu)

Dr. Karen Badger  
Acting Chair  
Undergraduate Council  
University of Kentucky  
Lexington, KY 40506

Dear Dr. Badger:

It is with pleasure that I write this letter of support for the Undergraduate Certificate in Entrepreneurial Studies. I join with my colleague, Dr. John Nash in the College of Education, in offering praise for the goals of the certificate program. We fully intend to support the program through our work on the Board of Directors of iNET and with the regular offering of EDU 300, *Seminar in Design Thinking*, which fits nicely with the curricular goals of the program.

Preparing our undergraduates in entrepreneurial studies is a laudable pursuit for our university given the outstanding opportunities associated with entrepreneurship, including design thinking, technology commercialization, creative problem-solving, and innovation strategies. We will be encouraging our education majors to seriously consider adding the certificate to their degree plans. Our interest in innovation and entrepreneurship in the profession of education is long-standing, although never more active than it is today. The certificate proposed here will add great value to UK and the College of Education.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mary John O'Hair".

Mary John O'Hair  
Dean and Professor

CC: Dr. John Nash, Associate Professor, Educational Leadership Studies



Office of the Dean  
117 Pence Hall  
Lexington, KY 40506-0041  
859-257-7617  
Fax: 859-323-1990  
[www.uky.edu/Design](http://www.uky.edu/Design)

September 26, 2012

Dear Undergraduate Council:

As the Dean of the College of Design and a member of the Board of Directors for iNET, I fully support the proposal for the Undergraduate Certificate in Entrepreneurial Studies.

I personally, and the college, are actively involved in the University's endeavors to encourage, support and nurture students toward entrepreneurial thinking. An Undergraduate certificate in Entrepreneurial Studies will certainly support those endeavors.

Additionally, the certificate will have the potential of drawing even more students from the Commonwealth, as well as outlying states, to the University, as they consider their future goals. And, acquiring the certificate at the University will encourage many of them to remain in Kentucky to start their businesses.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads 'Michael Speaks'.

Michael Speaks, Ph.D.  
Dean and Professor, College of Design





College of Fine Arts  
Office of the Dean  
202 Fine Arts Building  
Lexington, KY 40506-0047  
office: 859 257-8146  
fax: 859 323-1050

October 11, 2012

Ms. Deb Weis  
Director of iNET  
256 ASTeCC Building  
Lexington, KY 40506-0286

Dear Deb,

As the Dean of the College of Fine Arts, and a member of the Board of Directors for iNET, I support without reservation the proposal for the Undergraduate Certificate in Entrepreneurial Studies.

As you can well imagine, visual, performing, and literary artists must continually focus on the professional and business side of their creative practice. From goal setting and creating a business plan to budgets and financial management, we attempt to teach our students about what it means to sustain careers in the commercial and nonprofit entertainment industry. A certificate program in Entrepreneurial Studies will augment our efforts in profound and exciting ways, especially since the curriculum will focus on helping students with grant or project applications, and also focus on strategies for expanding their visibility through the use of social media and other networking tools.

Although we have a highly recognized program in Arts Administration, the two-person faculty must devote most of their time to teaching and advising almost 100 majors. So, a certificate program in Entrepreneurial Studies to support CFA's "other" population, a number well over 1,000 if you include identified minors, is sorely needed.

Please don't hesitate to contact me should you have additional questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael S. Tick". The signature is written in a cursive style and is positioned above the typed name and title.

Michael S. Tick, Ph.D.  
Dean of Fine Arts and Professor of Theatre

September 24, 2012

Ms. Deb Weis  
Director of iNET  
256 ASTeCC Building  
Lexington, KY 40506-0286

Dear Deb,

I am writing this letter to you in support of your proposal of an undergraduate certificate in entrepreneurship. The College of Engineering has a rich history of promoting entrepreneurship. We have a number of formal courses that align with your proposal such as our Engineering Enterprise course Senior Design courses, Leadership course and a brand new course offered for the first time this semester on how to start a new company.

In terms of activities outside the classroom, we have a well-established entrepreneurial engineer-in-residence in our entrepreneurial Living Learning Community in Ingels Hall. I should note that Ingels Hall is named after Margaret Ingels—who co-founded the HVAC industry with Willis Carrier. Think of how our world has changed as a result of her entrepreneurship!

In fact, as our world becomes “flatter”, it is very important to exposed our students to entrepreneurship—more specifically the creativity, innovative thinking, and problem solving skills developed when pursuing both areas—the more likely one is of having a long-term successful career. This semester, I am teaching EE101 with Dr. Rob Adams. This course focuses on creativity in the context of the engineering profession and is a perfect compliment to your proposal.

Of course, the College of Engineering also supports UK Entrepreneurship Club (Big Blue Starters) Club which was started in 2001 at the suggestion our then UK President, Lee Todd. Like iNet, all majors are welcome in this organization. In fact, Big Blue Starters has spearheaded the launching of a new spin-off of this organization that focuses on Video Game development. In the spirit of iNet, this new organization has brought together computer scientists and computer engineers with art majors and business majors. We hope to see the first product launched by the end of the semester.

As a final testament to the College’s support of entrepreneurship in our students, In conclulsion, let me relate to you an engineering entrepreneurial activity that I think is most relevant to your proposal. The goals of the iNet certificate program described in your narrative somewhat mirrors that of our UK Solar Car team in the early days of its formation when I worked with one of our enthusiastic co-ed engineering students, Ms. Carolyn Thornton. At that time, we had no experience in building solar cars and our expectations were decidedly low. We helped to fund the team in acquiring their electric motor (which the team still uses today!) and the UK solar car had its start. In the ensuing years, the UK solar car team benefitted from having very entrepreneurial student leaders and faculty advisors.

Slowly, the team grew in confidence and success inevitably followed. During the past few years, the team has finished 9<sup>th</sup>, 5<sup>th</sup> and 2<sup>nd</sup> in competitions featuring other university teams with vastly greater experience and budgets.

In summary, I hope I hope the review committee will reach the same conclusion as I have in reviewing your certificate proposal: entrepreneurship is applicable to all majors on campus including engineering majors and the College of Engineering will actively participate in this program.



Bruce L. Walcott, Ph.D.

Associate Dean for Commercialization and Economic Development

College of Engineering Alumni Professor of Electrical and Computer Engineering

# Communication, Leadership, and Entrepreneurial Thinking

## COM 381 Course Syllabus

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### GENERAL COURSE INFORMATION

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COM 381-002      Class meets: 2:00 pm – 3:15 pm      Tuesday and Thursday      303 LCLI Little Library

Portions of the course will be delivered online.

### INSTRUCTOR CONTACT INFORMATION

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**Dan O’Hair, PhD**

**Email:** ohair@uky.edu

**Phone:** 859.257.7805

**Office Location:** 308 LCLI Little Library

**Office Hours:** By appointment.

**Jennifer Dupuis, MLS**

**Email:** Jennifer.dupuis@uky.edu

**Phone:** 859.940.5662

**Office Location:** 310 LCLI Little Library

**Office Hours:** Tues & Thurs 1:00-2:00 pm

### COURSE DESCRIPTION

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This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored. **Prerequisite: none.**

The primary purpose of this course is to extend students' theoretical understanding of leadership and entrepreneurship from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in **major term projects which incorporate current leadership theory and research**; and (4) enhance students' understanding of published research in leadership communication and explore the intersections among leadership, communication, innovation, and entrepreneurship.

As mentioned above, portions of the courses will be delivered and completed online.

### STUDENT LEARNING OUTCOMES\*

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1. Be able to define and distinguish between leadership, innovation, entrepreneurship, and communication.
2. Describe the common leader and follower communication styles.
3. Be able to analyze and differentiate among trait, state, and functional leadership. Learn multiple leadership perspectives.
4. Be able to differentiate between transformational and charismatic leadership.
5. Understand the impact of power and influence as they relate to leadership and entrepreneurship in multiple contexts.
6. Participate in a functional group/team as part of a major course project.
7. Assess the characteristics of leadership and entrepreneurship style.
8. Develop skills in analyzing, and evaluating leadership and entrepreneurial activity.
9. Plan, design, execute, interpret, and critically evaluate the conclusions of original communication, entrepreneurship, and/or leadership research projects.
10. Clearly communicate and interpret the findings of original entrepreneurship, communication, and leadership research to a lay audience.

Objectives will be assessed using written, oral, and team-based assignments.

## **REQUIRED COURSE MATERIALS**

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Hackman, M. Z., & Johnson, C. E. (2009). *Leadership: A communication perspective* (6th ed.). Long Grove, IL: Waveland.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

APA Style Aid: <http://www.wou.edu/provost/library/instruct/citations/apa/>

Assigned articles and monographs on entrepreneurship, communication, and leadership.

**All students are expected to have an active email account and to check email regularly.**

In addition to the required textbooks and the 6<sup>th</sup> Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Blackboard course page.

**NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.**

## **PERFORMANCE CRITERIA**

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To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and decision-making exercises.
4. Complete exams.
5. Research, analyze, and synthesize leadership theories.
6. Successfully participate in a team-based research/writing project.

## **DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS**

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### **2 Exams (40%, [20% for each exam])**

Two exams will be administered in which you will have some time to make a response online once the questions have been posed (approximately 48 hours). You will be given one class period as part of your writing/preparation period for completing the exam. The exam will cover all course material with appropriate review sessions to precede the exams. The exams will be open-ended format.

### **Participation & Response to Colloquium (20%)**

The College of Communications and Information Studies hosts College Colloquium each semester for the benefit of students, faculty, and the local community. Part of your responsibility will be to attend four of these colloquia (in lieu of class attendance) and to participate in the Q & A of the Colloquium and to provide a brief reaction paper (approximately two double spaced pages) regarding the content of the Colloquium.

### **Wikipedia Project (25%)**

You will join a team to provide content to Wikipedia in the areas covered in the course. You will be provided explicit instruction on how to appropriately research, edit, revise, and refine content that would be valid and reliable entries in the Wikipedia database.

### **Contribution to iNET Database (15%)**

As part of the research component of the course, we are asking you to conduct research on the topics relevant to the course and assess and evaluate the research so that your contribution can become part of a database on the general topics associated with the course. The number of contributions you make will determine your grade in this area of evaluation.

## **MID-TERM GRADE**

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Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## **COURSE POLICIES**

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### **GENERAL CLASS REQUIREMENTS**

Students are expected to:

1. Be on time for all class and team meetings.
2. Interact productively in class discussions, Blackboard discussions, and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully deliver several effective oral presentations.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

### **ATTENDANCE POLICY**

#### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **Academic Integrity**

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

penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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

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

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

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

#### **Accommodations due to disability**

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

**CLASSROOM CIVILITY:** We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom community. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.

In addition, all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

**MISSED OR LATE EXAMS OR ASSIGNMENTS:** Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87]

**READINGS AND PARTICIPATION:** All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

**WRITTEN WORK AND PRESENTATIONS:** While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin ([www.turnitin.com](http://www.turnitin.com)) for plagiarism comparison.

See Appendix A for more information on writing guidelines.

**EMAIL & COMPUTER WORK:** We will use electronic mail and Blackboard for on-line discussions and class updates. Please read your email and Blackboard regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6<sup>th</sup> edition much easier ([http://www.uky.edu/Libraries/page.php?lweb\\_id=21&ltab\\_id=1040](http://www.uky.edu/Libraries/page.php?lweb_id=21&ltab_id=1040)).



## **CLASS ORGANIZATION & INSTRUCTIONAL MODES**

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The class combines a variety of instructional models, including, but not limited to: in-class discussion, Blackboard discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciate for leadership communication concepts, contexts, theory, and research.

The method of instruction to be employed is based on the following assumptions:

The major functions of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward leadership communication theory and research.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

## **PERSONAL NOTE**

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I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an exposure to the knowledge claims and research methodologies that will allow you to become a stronger graduate of the University of Kentucky. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help.

## HOW TO STUDY AND DO WELL IN THIS COURSE

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The following guidelines are offered as the best way to master the material in this course --

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Participate in-class and make use of web resources on Blackboard.
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. O'Hair or Instructor Dupuis outside of class as needed.

## SYLLABUS REFERENCES

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Watt, W. M. (1995). Teaching essential behaviors of leadership: A rationale and syllabus. *The Journal of Leadership Studies*, 2, 149-161.

## TENTATIVE SCHEDULE

The following topics are part of what we hope to cover in the class. The actual schedule will likely vary, depending on the needs of the class. You will be responsible for checking Blackboard and attending class to know from week to week what we are actually covering in class.

Introduction and Overview	Leadership and Communication Fundamentals
Communication Styles	Traits, Situational, Functional, and Relational
Leadership Styles	Transformational and Charismatic
Leadership and Power	Leadership and Influence
Leadership in Groups and Teams	Leadership in Organizations
Leadership and Diversity	Ethical Leadership and Followership
Leadership Development	Leadership in Crisis
Team Building	Relationship Management
Social Marketing	Innovation Type and Strategy
Valley of Death	Boundary Spanning
Environmental Scanning	Machiavellianism
Creative Problem Solving	Influence
Negotiating	Goal Setting
Knowledge Management	Design Thinking
Organizational Dynamics	Intangible & Invisible Capital
Partnership Theory	Conflict Management

## **Appendix A**

### **Writing guidelines**

#### **Active vs. passive voice**

In general, the active voice (“*Chicago* won the Oscar for Best Picture”) is stronger than the passive voice (“The Oscar was won by *Chicago*”) because the passive shifts the agent of the sentence from the beginning of the sentence to the end, which is more likely to confuse readers. Of course, if your goal is to confuse the reader or to convey a sense of objectivity, then the passive voice is the way to go (e.g., “Mistakes were made” instead of “I made a mistake”).

#### **Contractions**

Avoid contractions in formal writing.

#### **Voices**

The first and third person voices (“I” and “he/she/it,” respectively) are commonly accepted in formal writing, although some controversy exists regarding the first person. A traditional social science study avoids the first-person voice because it compromises objectivity. The second-person “you” is to be avoided in all cases.

#### **Word choice**

A thesaurus can be your friend, but be careful not to unnecessarily alter the meaning of your sentences with fancier words. For instance, “notorious” and “famous” have similar dictionary meanings, but their different connotations require that writers not use them interchangeably. Also, a writer should not use a word without being certain of that word’s meaning. Consider the case of a student who wanted to explain that boys desired to emulate their fathers but wrote instead that boys desire to “immolate” their fathers.

#### **Syntax and punctuation**

Dictionaries are our friends. Check the spelling of difficult words (and not-so-difficult words, too, if you are uncertain of their spellings and/or definitions). Also, keep in mind that book and movie titles should be underlined or italicized, but not placed in quotation marks.

#### **Proofreading**

Need I explain this one?

#### **Parsimony**

In this context, parsimony refers to the use of precise, elegant language, whereby a good writer says as much as possible with as few words as possible. With parsimony in mind, be careful to avoid words that do not add to the meaning of a sentence. (“Really,” “actually,” and “basically” are common culprits.) Why use “at this point in time” when “now” will suffice? Also, watch out for “there is/are” constructions. Such statements often reflect lazy writing and can be rewritten more parsimoniously.

#### **Fonts and margins**

One-inch margins are standard for academic papers. Also, no font should be larger than 12-point.

#### **Proofreading again (just in case I do need to explain this one)**

A writer should never turn in a paper without proofreading it first. In case the last sentence was unclear, A WRITER SHOULD NEVER TURN IN A PAPER WITHOUT PROOFREADING IT FIRST. I recommend reading papers aloud, which allows the voice to catch errors that the eyes and ears might overlook.

## **EXP 455 Capstone Experience in Innovation and Entrepreneurship**

### **General Course Outline**

#### **Spring 2014**

EXP 455-001 Class meets: 1:00 - 2:15 p.m. Monday/Wednesday EGJ 225

**Instructor:** Dr. Derek R. Lane; Derek.Lane@uky.edu; 310H LCLI Little Library; 257-9538

**Office Hours:** Monday and Wednesday 10:00 a.m. -- 11:30 a.m.  
Tuesday and Thursday 1:00 p.m. -- 2:00 p.m. (And by appointment)

#### **Course Description:**

EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Entrepreneurship Studies at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed in entrepreneurship as well as provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program (NSF iCorps [http://www.nsf.gov/news/special\\_reports/i-corps/](http://www.nsf.gov/news/special_reports/i-corps/)) and Stanford's Lean Launch Pad developed by Steve Blank (<http://steveblank.com/2010/12/07/the-lean-launchpad-%E2%80%93-teaching-entrepreneurship-as-a-management-science/>). Students get out of the building, build a company, and test hypotheses related to the nine building blocks of the Business Model Canvas (<http://www.businessmodelgeneration.com/canvas>) as they complete a capstone project that draws on prior entrepreneurial course work. The experience culminates in a formal business plan and pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in entrepreneurial thinking. By integrating their knowledge and skills, students will also demonstrate that they possess them.

Thus, the major objective of the course is to integrate the student's course work related to innovative thinking and entrepreneurship studies through the development of a major project (e.g., written project (Business Plan), SBIR grant application, Formal Business Plan, Pitch, etc.).

This course provides real world, hands-on learning on what it's like to actually start a company. This class is *not about how to write a business plan*. It's *not an exercise on how smart you are in a classroom*, or how well you use the research library. The end result is *not a PowerPoint slide deck for a VC presentation*. Instead you will be getting your hands dirty talking to customers, partners, and competitors, as you encounter the chaos and uncertainty of how a startup actually works. You'll work in teams learning how to turn a great *idea* into a great *company*. You'll learn how to use a *business model* to brainstorm each part of a company and *customer development* to *get out of the classroom* to see whether anyone other than you would want/use your product. Finally, you'll see how *agile development* can help you rapidly iterate your product to build something customers will use and buy. Each week will be new adventure as you test each part of your business model and then share the hard earned knowledge with the rest of the class. Working with your team you will encounter issues on how to build and work with a team and we will help you understand how to build and manage the startup team.

Additional student learning outcomes are provided below.

#### **Student Learning Outcomes:**

- Students will define and distinguish among *innovative*, *management*, and *social* entrepreneurship from a multidisciplinary perspective and how each type of entrepreneurship can create economic and social value.
- Students will identify the key drivers associated with innovation and entrepreneurial thinking as well as the process of how to effectively transform organizational culture.

- Students will articulate in writing the risks and rewards associated with entrepreneurial thinking.
- Students will engage in a practical application of entrepreneurial thinking in a functional context.
- Students will cultivate strategic partnerships in local, regional, national, and international partnerships that will nourish innovation ecosystems.
- Students will learn to privilege, leverage, and foster transformational leadership resulting in observable management, marketing, and communication competencies (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).
- Students will complete an entrepreneurial project that is designed to enhance overall quality of life issues (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).

## **POLICIES AND PROCEDURES**

1. Students are expected to take primary responsibility for the development of their capstone projects and to be active participants in the learning process. Students should come to class prepared to participate in discussions of assigned readings and topics presented in class. As is the case with a job, attendance is mandatory. A student's final grade will be affected by absences, lateness, and/or by lack of class participation—**each absence (after two) will be penalized 20 points.**
2. All written assignments for this class must be typed.
3. The University code for classroom behavior and academic misconduct will be upheld in this course. Special attention will be paid to the proper and improper use of source materials so as to avoid plagiarism.
4. Students *with* special academic or physical needs are asked to notify *the* instructor during the first week of class so that any necessary accommodations can be made promptly.

### **Required Course Materials**

Blank, S., & Dorf, B. (2012). *The startup owner's manual: The step-by-step guide for building a great company*. Pescadero, CA: K & S Ranch, Inc.

Osterwalder, A. (2010). *Business model generation*. Hoboken, NJ: John Wiley & Sons, Inc.

There will also be several supplemental readings that will be provided throughout the course. Required reading material will be available on the course Blackboard website.

### **Recommended Course Materials**

Guillebeau, C. (2012). *The \$100 startup: Reinvent the way you make a living, do what you love, and create a new future*. New York: Crown Business.

Moore, G.A. (2002). *Crossing the chasm: Marketing and selling disruptive products to mainstream customers*. New York: HarperCollins Publishers, Inc.

Moore, G.A. (2011). *Escape velocity: Free your company's future from the pull of the past*. New York: HarperCollins Publishers, Inc.

Murphy, B. (2010). *The intelligent entrepreneur: How three Harvard business school graduates learned the 10 rules of successful entrepreneurship*. New York: Henry Holt.

Ries, E. (2011). *The lean startup: How today's entrepreneur's use continuous innovation to create radically successful businesses*. New York: Crown Business.

The class meets for a total of three hours per week for the entire semester. During those three hours we'll do two things. First, I'll lecture on one of the 9 building blocks of a business model canvas. Secondly, each student team will present "lessons learned" from their team's experience getting out of the building learning, testing, iterating and/or pivoting their business model.

During the first week of class, students will form teams (optimally 4 people in a team—but I'm flexible) and a specific company. Their company can focus in any area— software, hardware, medical device or a **service** of any kind. Throughout the course, the company teams will share with the class answers to these "lessons learned" questions:

1. What did you initially think?
2. So what did you do?
3. Then what did you learn?
4. What are you going to do next?

At the course's end, each team will present their entire business model and highlight what they learned, their most important pivots and conclusions.

## **GRADED ASSIGNMENTS**

**The Final iNET Term Project:** The final project, which is something like a brief senior thesis, should provide evidence of the student's ability to synthesize what they have learned as a function of the certificate program in entrepreneurial studies. The final project will vary by student and must be approved by the professor and the iNET Entrepreneur in Residence.

**Company Oral Presentations on Lessons Learned:** During the semester, students will give several 15-minute presentations related to the lessons they learned from getting out of the building. The presentations will be graded for content, organization, and delivery.

*Team Presentations:* maximum 15 minutes each (all teams)

- Slide 1: Cover slide
- Slide 2: Current business model canvas with any changes marked
- Slide 3: What did you learn about your value proposition from talking to your first customers?
  - Hypothesis: Here's What We Thought
  - Experiments: So Here's What We Did
  - Results: So Here's What We Found
  - Iterate: So Here's What We Are Going to Do Next

**Final Pitch:** The final pitch will follow the format of the lessons learned presentations but will also include four major components: traction (product/market fit), product, team, social proof. Additional information will be provided as the semester progresses but students can get started early by visiting: <http://venturehacks.com/pitching>.

**Final Business Model Canvas:** The final business model canvas will be the culmination of all lessons learned during a minimum of 100 customer contacts.

Class participation Credit **will be given for** participation in various in-class activities.

## POINT DISTRIBUTION or GRADED ASSIGNMENTS

Individual iNET Term Project.....	400
Company Oral Presentations (5 X 50).....	250
Final Pitch .....	200
Final Business Model Canvas.....	150
Less 20 points for each absence (above 2).....	XX
Less points for missing, late, or unsatisfactory S/U graded work.....	XX
<b>TOTAL POINTS</b> .....	1000

Grade distribution: 900-1000=A 800-899=B 700-799=C; 600-699=D

*I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to teach and/or facilitate a discussion about one weekly reading. The reason for asking you to assist with the instruction of the course is that the process will enhance your understanding of the course content.*

### CLASS FORMAT AND EXPECTATIONS:

Since this course is meant to function primarily as a place and occasion where each student develops his or her own integration of what he or she has learned as they studied innovation and entrepreneurial thinking, the course has no topic in the usual sense. The instructor will mostly provide resources for the term project (**the presentation and paper**). Sometimes this will be through lectures, but sometimes it will take other forms such as seminar-style discussions and exercises aimed at facilitating the students' own integration of what they, for the most part, already know. From time to time there will be lectures on topics that will facilitate work on the term project. The active participation of each student in class discussion is vital. We urge each student to volunteer suggestions and comments for the projects of others. Active engagement in a discussion of someone else's project is one of the "integrative" activities that this course provides. Furthermore, you may see something or know something that no one else in the class sees or knows, including your instructor.

### COURSE ASSUMPTIONS

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**ATTENDANCE:** You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

**REASONABLE ACCOMMODATION POLICY:** Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**WRITING SKILLS:** It is assumed that you have already developed good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-



organized and coherent manner. In addition, you should use the APA (6<sup>th</sup> Edition) writing style using correct citation and notation.

**ORAL PRESENTATION SKILLS:** It is also assumed that you have already developed good oral presentation skills. You will be expected to make several brief presentations to your peers and to facilitate discussion of required course materials. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your applied research results.

**ANALYTICAL SKILLS:** It is assumed that you have some background in empirical research methods (quantitative and/or qualitative) that will allow you to analyze the results of your needs assessment (and the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for suggested readings.

**COMPLETION OF ASSIGNMENTS:** It is assumed that you will submit assignments on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of an assignment grade. As a rule, late work will be reduced at least a letter grad. Excessively late work will not be accepted. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments **before** due dates!

**ACADEMIC INTEGRITY:** Examination answers and written work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "E" for the course. Such conduct may also constitute grounds for dismissal from the University.

**FAIRNESS POLICY:** The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

#### **University of Kentucky Policy on Intellectual Dishonesty/Academic Integrity:**

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

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

#### **Part II of Student Rights and Responsibilities**

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

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

submits as his/her own, whoever that other person may be.

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

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

### **PERSONAL NOTE**

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I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this experiential course with an appreciation for and the competencies related to entrepreneurial thinking. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

### TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	ACTIVITIES	ASSIGNMENT DUE
1.		Introduction to course; expectations explored	Team Introductions
2.		Business Model Canvas/ Customer Development Team Presentations	<b>Team Presentations</b>
3.		Best Practices for Customer Discovery Customer Discovery	
4.		Value Proposition(s)/ Customer Segments	<b>Team Presentations</b>
5.		Business Model Canvas Examples	
6.		Corporate Entrepreneurship Part 1	<b>Team Presentations</b>
7.		Channels / Get, Keep, Grow Customers Revenue Model	
8.		Business Model Canvas BEST PRACTICES	<b>FINAL Term Project TOPIC DUE</b>
9.		Corporate Entrepreneurship Part 2	<b>Team Presentations</b>
10.		<i>SPRING BREAK</i> <i>SPRING BREAK</i>	No Class No Class
11.		Partners, Key Resources, & Activities	
12.		Business Model Canvas Examples	
13.		Team Presentations	<b>Team Presentations</b>
14.		Costs and Metrics that Matter	
15.		The Lean Startup	<b>FINAL Project/SBIR Application DUE</b>
16.		<b>FINAL Business Model &amp; Pitch</b>	<b>EXIT INTERVIEWS</b>

# AAD 310: Marketing for the Arts

## Course Syllabus

### Course and Instructor Information

Term:	Fall 2011	Instructor:	Rachel Shane, Ph.D.
Classroom:	New North Residence Hall, Room 128	Office:	117A Fine Arts
Class Hours:	MWF 10:00 a.m. – 10:50 a.m.	Office Hours:	MW 1:00 p.m. –3:00 p.m.
		Phone:	859. 257.7717
		Email:	rachel.shane@uky.edu

### Course Description

This course offers an overview of marketing, advertising and promotion for visual and performing arts institutions. Students will learn practical strategies and solutions for building audiences for the arts through market research, marketing principles and communication techniques. Topics include identification and development of the audience; market segmentation, positioning strategies, marketing plans, media coverage and promotion techniques.

### Course Goals

The purpose of this course is to introduce students to marketing principles and practices. Students will:

- Learn market research methods;
- Gain exposure to the impact and importance of demographic changes in society on arts organizations;
- Learn how to expand an organization's impact and reach through audience development techniques;
- Learn the purpose and role of technology in arts marketing;
- Utilize select computer design and graphic software programs to make marketing materials;
- Learn how to conduct a marketing audit;
- Learn how to create a promotions plan; and
- Learn how to create effective marketing messages through advertising, public relations, direct marketing, and sales promotions.

### Course Outcomes

Upon completion of this course, students will be able to:

- Identify, describe and utilize market research methods;
- Assess and analyze marketing strategies;
- Develop strategies for addressing demographic changes;
- Create a promotions plan that incorporates marketing research and marketing principles to promote an arts product;
- Compose effective marketing messages through advertising, public relations, direct marketing, and sales promotions; and
- Demonstrate skills in research and writing.

## Required Texts

The following texts are required reading for the course:

- Scheff Bernstein, Joanne. *Arts Marketing Insights: The Dynamics of Building and Retaining Performing Arts Audiences*. San Francisco, CA: Jossey-Bass. 2007.
- Kotler, Neil. G., Philip Kotler, and Wendy I. Kotler. *Museum Marketing & Strategy*. San Francisco, CA: Jossey-Bass. 2<sup>nd</sup> Edition. 2008.

## Course Schedule

The following schedule outlines the course topics, readings and assignments due for each class.

Dates	Topic	Assignments Due
<b>Aug. 24</b>	Introduction and Expectations	
<b>Aug. 26</b>	Marketing Overview	Readings Due: <ul style="list-style-type: none"> <li>❑ Scheff Bernstein, Joanne. <i>Arts Marketing Insights: The Dynamics of Building and Retaining Performing Arts Audiences</i>. Prologue (pg. 1-4).</li> <li>❑ Kotler, Neil. G., Philip Kotler, and Wendy I. Kotler. <i>Museum Marketing &amp; Strategy</i>. Chapter 1 (pg.3-20).</li> </ul>
<b>Aug. 29</b>	Marketing Overview	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Arts Marketing Insights</i>. Chapter 1 (pg. 5-23).</li> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 1 (pg. 3-20).</li> </ul>
<b>Aug. 31</b>	Marketing Research	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 2 (pg. 21-39).</li> </ul>
<b>Sept. 2</b>	Marketing Research	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 2 (pg. 21-39).</li> </ul>
<b>Sept. 5</b>	<b>No Class – Labor Day</b>	
<b>Sept. 7</b>	Community Profile	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 3: Undertaking a Marketing Audit (pg. 69-82).</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>❑ Organizational Overview and Background (via Blackboard submission)</li> </ul>
<b>Sept. 9</b>	Group Project: Community Profile	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Arts Marketing Insights</i>. Chapter 7 (pg. 143-161).</li> </ul>
<b>Sept. 12</b>	Competitive Analysis	Readings Due: <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 4: A Museum Chooses its Mission (pg. 83-100).</li> </ul>

<b>Sept. 14</b>	Marketing Audit: SWOT Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 4: Human Resources (pg. 100-113).</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>❑ Community Profile (via Blackboard submission)</li> </ul>
<b>Sept. 16</b>	Group Project: Competitive Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Arts Marketing Insights</i>. Chapter 2 (pg. 25-47).</li> </ul>
<b>Sept. 19</b>	Market Segmentation	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Arts Marketing Insights</i>. Chapter 3 (pg. 49-64).</li> </ul>
<b>Sept. 21</b>	Target Marketing	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 5: Approaches to Markets (pg. 114-129).</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>❑ Competitive Analysis (via Blackboard submission)</li> </ul>
<b>Sept. 23</b>	Group Project: SWOT Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 5: Targeting Specific Market Segments (pg. 129-149).</li> </ul>
<b>Sept. 26</b>	Audience Development	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 6: Attracting and Retaining an Audience (pg. 153-168).</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>❑ SWOT Analysis (via Blackboard submission)</li> </ul>
<b>Sept. 28</b>	Audience Development	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 6: Attracting New Audiences (pg. 168-187).</li> </ul>
<b>Sept. 30</b>	The Four “Ps”: Product	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Arts Marketing Insights</i>. Chapter 5 (pg. 89-118).</li> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 9: Museum Services (pg. 307-321).</li> </ul>
<b>Oct. 3</b>	The Four “Ps”: Product	<p>Readings Due:</p> <ul style="list-style-type: none"> <li>❑ <i>Museum Marketing &amp; Strategy</i>. Chapter 9 (pg. 287-307).</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>❑ Marketing Research and Analysis FINAL (Printed and bound copy in class and pdf via</li> </ul>

		Blackboard submission)
<b>Oct. 5</b>	The Four “Ps”: Place/Distribution	Readings Due: <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 10 (pg. 322-346).
<b>Oct. 7</b>	The Four “Ps”: Price	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 6 (pg. 117-141). <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 12 (pg. 409-430).
<b>Oct. 10</b>	The Four “Ps”: Promotion, Advertising	Readings Due: <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 11: Advertising & Sales Promotion (pg. 347-371).
<b>Oct. 12</b>	The Four “Ps”: Promotion, Advertising	
<b>Oct. 14</b>	<b>STPA Conference</b>	Attend a minimum of one conference session of your choice.
<b>Oct. 17</b>	The Four “Ps”: Promotion, Sales Promotion	
<b>Oct. 19</b>	Class Presentations: Print Ad	Assignment Due: <input type="checkbox"/> Print Ad Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
<b>Oct. 21</b>	<b>Class Online</b>	Assignment Due: <input type="checkbox"/> Print Ad Online Peer Review: Please follow online instructions.
<b>Oct. 24</b>	The Four “Ps”: Promotion, Direct Marketing	Readings Due: <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 11: Direct Marketing (pg. 371-384).
<b>Oct. 26</b>	The Four “Ps”: Promotion, Direct Marketing	
<b>Oct. 28</b>	Class Presentations: Direct Marketing	Assignment Due: <input type="checkbox"/> Direct Marketing Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
<b>Oct. 31</b>	<b>Class Online</b>	Assignment Due: <input type="checkbox"/> Direct Mail Online Peer Review: Please follow online instructions.
<b>Nov. 2</b>	The Four “Ps”: Promotion, Public Relations	Readings Due: <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 11: Public Relations (pg. 384-398).
<b>Nov. 4</b>	<b>Class Online</b>	Assignment Due: <input type="checkbox"/> Press Release Draft (Blackboard Discussion Board Posting for all students) <input type="checkbox"/> Press Release Online Peer Review: Please follow online instructions.
<b>Nov. 7</b>	The Four “Ps”: Promotion, eCommunication	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 8 (pg. 163-

		182).
<b>Nov. 9</b>	The Four “Ps”: Promotion, eCommunication	Readings Due: <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 11: Museums and E-Communication (pg. 398-408).
<b>Nov. 11</b>	Class Presentations: eCommunications	Assignment Due: <input type="checkbox"/> eCommunications Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
<b>Nov. 14</b>	<b>Class Online</b>	Assignment Due: <input type="checkbox"/> eCommunications Online Peer Review: Please follow online instructions.
<b>Nov. 16</b>	Branding	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 9 (pg. 193-199).
<b>Nov. 18</b>	Branding	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 9 (pg. 199-208).
<b>Nov. 23</b>	No Class – Thanksgiving Holiday	
<b>Nov. 25</b>	No Class – Thanksgiving Holiday	
<b>Nov. 28</b>	Consumer Loyalty	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 10 (pg. 209-234). <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 11 (pg. 235-248).
<b>Nov. 30</b>	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
<b>Dec. 2</b>	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
<b>Dec. 5</b>	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
<b>Dec. 7</b>	Marketing Operations and Customer Service	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 12 (pg. 249-261). <input type="checkbox"/> <i>Museum Marketing &amp; Strategy</i> . Chapter 13 (pg. 431-456).



- ❑ *Museum Marketing & Strategy*. Chapter 14 (pg. 459-467).
- ❑ *Arts Marketing Insights*. Epilogue (pg. 263-265).

- ❑ Final Promotional Plan and Campaign (Printed copy in class and pdf via Blackboard submission)
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## Course Policies

### *Attendance*

Attendance for the course is mandatory. Unexcused absences will impact a student's attendance grade (5% of final grade) according to the following criteria:

Number of Unexcused Absences	Grade
<b>0-1</b>	100
<b>2</b>	90
<b>3</b>	80
<b>4</b>	70
<b>5</b>	60
<b>6</b>	50
<b>7</b>	0

#### SPECIAL ATTENDANCE NOTES

- Students having eight (8) or more unexcused absences will automatically fail the course.
- Arriving to class on time and being prepared to begin on time is expected. Arriving to class late (after role has been taken or after the attendance sheet has been passed around) is equivalent to an absence.

Excused absences will be accepted for the following reasons:

- a. serious illness;
- b. illness or death of family member;
- c. University-related trips;
- d. major religious holidays;

Excused absences require written documentation. Students anticipating an absence for a major religious holiday are responsible for providing notification in writing of anticipated absences due to their observance of such holidays no later than **August 31, 2011**. Any notification provided after that date will not be accepted and the absence will be unexcused.

### Assignment Submissions

Assignments should be submitted via Blackboard under the Assignments tab. All assignments must be submitted **before the start of class on the due date** in order for it to be considered on time.

### Late Submissions

Assignments that are submitted anytime after class starts on the due date are considered late. There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0."

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

**There are no late grades for tests or quizzes.** If a student misses a test or quiz (except for a qualifying excused absence), he or she will receive a grade of "0" for the test/quiz.

### Grading

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Weight
<b>Attendance</b>	5
<b>Participation</b>	5
<b>Group Project Sections (4 at 5% each)</b>	20
<b>Final Group Project</b>	10
<b>Peer/Self Assessment</b>	5
<b>Promotion Plan Draft</b>	5
<b>Presentation of Promotional Material</b>	5
<b>Online Peer Reviews</b>	10
<b>Final Promotion Plan and Campaign Portfolio</b>	25
<b>Reading Quizzes</b>	10
<b>TOTAL</b>	100%

Students can find their current overall grade at any time, including their midterm evaluation, on Blackboard utilizing the My Grades tab.

### *Assignment Guidelines*

Guidelines for each assignment will be distributed in class. These guidelines can also be found in Blackboard under the Course Content tab.

### *Assessment Criteria*

The assessment criteria for each assignment can be found in the form of a rubric in Blackboard under the Course Content tab. Students are encouraged to review and utilize the grading rubric to guide their completion of the assignments.

### *Academic Integrity*

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Plagiarism, quoting another person or using another person's ideas without giving them credit, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in of *Student Rights and Responsibilities*. The minimum punishment for plagiarism or cheating is an E for the course.

### *Classroom Behavior, Decorum and Civility*

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; not silencing of cell phones and/or texting in class; repeatedly talking in class without being recognized; talking while others are speaking; or disparaging another person's opinion.

### *Accommodations*

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

**A-H 503: Art Through the Object: Theory and Practice for Engagement Strategies in the Museum**

**Section 001** (3.0)

R 2:00 pm - 4:30 pm

Fine Arts Bldg Fine Arts Bldg-Rm.308A-FA

INSTRUCTOR: Christine Huskisson  
Phone: (859) 753-7306  
Email: chuskisson@uky.edu christine.huskisson@gmail.com  
Mailbox: 207 Fine Arts Building

OFFICE HOURS: By appointment, call or email and we will set up a time

**COURSE DESCRIPTION:**

**A-H 503:001 Art History Through the Art Object: Theory and Practice for Engagement Strategies in the Museum.**

Museums first developed around private collections of objects that since have been made public. Today a museum's relationship with its public is paramount for success. Through the integration of theory and practice, this course will examine how museums employ various strategies to connect a multitude of audiences with their collections, these include: audio tours, theatrical performances, and social media. Case studies conducted in area museums will introduce students to past and present engagement strategies and encourage critical evaluation. Through a group project and formal presentations to community members the students will propose new methods that consider a range of tools now available to the museum including mobile technologies.

*Pre-req: major in art history or arts administration (w/ art historical emphasis), or consent of the instructor.*

**LEARNING OUTCOMES:**

- Demonstrate a broad understanding of the functions of a museum as they relate to the public.
- Explain the role of various professionals working in the museum.
- Demonstrate hands-on knowledge of the types of museum work related to those functions.
- Identify various engagement strategies used by museums in general.
- Facilitate creative problem solving and team-working skills with fellow students to evaluate and propose new strategies.
- Evaluate effectiveness of engagement strategies.
- Locate the core museum studies literature, principal museum organizations, and museum reference sources including on-line resources.
- Identify the position of various museums as they relate to this community.
- Present outcomes of evaluations to community museums.
- Speak and write about current trends in museum practice.
- Explain current issues that effect museums and their publics.
- Speak and write broadly about the art museum as it relates to the preservation and advancement of our culture.
- Practice what is required for internship within art community.
- Understand why professionalism is essential in the arts community.

#### ASSESSMENT OF SEMESTER GRADE:

Students' grades will be based on a scale of 100 points weighted in the following manner:

Participation in class discussions and museum visits	30 pts.
Assignment One - Communication Modalities and Case Studies	10 pts.
Assignment Two - Research Effective Engagement Strategies	10 pts.
Assignment Three - Evaluation of Case Studies and Engagement Strategies	10 pts.
Final presentation - Case Studies	<u>40 pts.</u>
Total possible points	100 pts.

The grading scale:

100-98 = A+	73-77 = C
93-97 = A	70-72 = C-
90-92 = A-	68-69 = D+
88-89 = B+	63-67 = D
83-87 = B	60-62 = D-
80-82 = B-	0-59 = E
78-79 = C+	

#### CLASS ATTENDANCE:

Class attendance is a critical element of this course. Absences are assumed if you neglect to receive or pick-up any assignments during class. Three unexcused absences will result in failure. Assignments may not be turned in late. Due to the number of guest speakers, coming late to class will constitute an absence. No cell phones.

#### READING ASSIGNMENTS:

In order to do well in this class, you will need to come to each class prepared to discuss various topics. The reading assignments are critical to thoughtful participation. Please keep in mind that they are subject to change; alternate or additional reading assignments may be given at the end of each class period.

#### BLACKBOARD:

The open discussion portion of Blackboard will be used in this class. Everyone must have an active account in order to use this online tool. This tool is also very helpful when planning for discussion in class. This ensures everyone is reading and asking questions before we meet for class each week.

#### DATE

#### CONTENT/LOCATION

R. 1 - 12	Introductions and Expectations
R. 1 - 19	Introduction to Museology and Case Studies
R. 1 - 26	Meeting at the Headley-Whitney Museum - Guest Lecturers: Shayna Shia, Amy Grundrum-Green
R. 2 - 4	Meeting at the Speed Art Museum - Guest Lecturer: Mindy Johnson
R. 2 - 9	Meeting at the International Museum of the Horse - Guest Lecturer: Travis Robinson
R. 2 - 16	Meeting at UKAM - Guest Lecturer: Dorothy Freeman
R. 2 - 23	Summaries of Engagement Strategies
R. 3 - 1	MIDTERM PREP
R. 3 - 8	MIDTERM
R. 3 - 15	Spring Break
R. 3 - 22	Web 2.0 Technologies - Theory and Practice for Engagement
R. 3 - 29	Mobile Technologies - Theory and Practice for Engagement
R. 4 - 5	Independent Work, no formal class meeting
R. 4 - 12	Student Presentations
R. 4 - 19	Students Presentations
R. 4 - 26	Student Presentations - Last Class

**COM - 591 Section 001**  
**SPECIAL TOPICS IN COMMUNICATION**  
**Information, Information Technology and Strategy**  
**College of Communications and Information Studies**  
**Course Syllabus – Spring 2012**

**INSTRUCTOR AND COURSE INFORMATION**

<b>Instructor:</b> Vince Kellen, CIO, UK	<b>Class Hours:</b> MW 11:00 am-12:15 pm
<b>Office:</b> Hardymon Building, 301 Rose	<b>Class room:</b> Grehan Bldg, Room 223
<b>Phone:</b> 859.257.3609	<b>Office Hours:</b> by appointment (email me to suggest a time)
<b>E-Mail:</b> vkellen@uky.edu	
<b>Course Credit:</b> 3 semester hours of credit	
<b>Class Web:</b> <a href="http://www.uky.edu/google">http://www.uky.edu/google</a> and log in with your Google Apps account. Then click on the OpenClass link near the bottom of the page	

**COURSE DESCRIPTION:**

This course examines the role of information and information technology in the formulation and the realization of organizational strategy. It is geared to aspiring professionals who need to understand what enables and prevents information from being maximally used to contribute to organizational sustainability and competitive advantage. This course covers advanced topics at the nexus of information, strategy and information technology including:

- Definitions and taxonomies that characterize and categorize information, strategy and information technology
- How information complexity and ambiguity influence business and IT strategy
- The role of information and information technology in organizational learning
- Cognitive biases and human defensive routines that affect organizational competitiveness
- The relationship between information and organizational culture
- Information flows across an industry value chain
- Information technologies' impact on markets and corporate competitiveness
- Methods for competing on information
- Future trends regarding information, information technology and strategy

Prerequisites: COM 351 and COM 365; or consent of instructor.

**COURSE OBJECTIVES**

- A. Gain an advanced understanding of the definitions for and the components of:
  - a. Information, information technology, strategy
- B. How information is shared in an organization, between organizations and across industries
- C. How information flows and information technology affect companies' competitiveness
- D. How information can influence corporate culture
- E. The role of individual and organizational biases, errors and defensive routines in managing information
- F. How organizations compete using information
- G. What are the emerging trends in information, IT and strategy

**TEXTBOOK:**

No text books are required. A variety of industry articles and research papers that are available through the university's library or the general Internet will be provided.

## How to succeed in this class:

To do well in this course it is essential that you (1) attend class on a regular basis, (2) complete the assigned homework, (3) do not fall behind, and (4) seek help when you are confused. Equally, you need to be aware that skipping classes or homework, and studying last-minute for exam do not help. You should expect to spend an average of **4 to 8 hours per week outside class on reading course content, preparation for class discussions, and preparing for tests, quizzes, finals and assignments.**

The course will be conducted as a combination of lecture, discussion, class exercises, and homework assignments. Participation in class room discussion is highly encouraged as it will enhance your understanding of the material.

## GRADING POLICIES AND PROCEDURES:

Test 1 (online)	100	Assignments & quizzes (4) (online)	100
Test 2 (in class)	100	Class Participation (in class and/or online)	100
Research Paper	100	Final	100
TOTAL Points			600

### Grading Scale:

540-600 points	A
480-539 points	B
420-479 points	C
360-419 points	D
0-360 points	F

### General Grading Policies:

1. **All assignments and lab exercises are individual works unless otherwise specified.**
2. All assignments should be submitted electronically via the Learning Management System (OpenClass) at the date and time indicated for the assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
3. Please make every effort to make it to class on time. It is disruptive to the class to have members arriving late.
4. Attendance is encouraged. If you are unable to attend a class, you need to **turn in assignments electronically on time.** You are also responsible for finding out what was covered in class and what announcements were made as well as obtaining handouts.
5. The instructor will assign NO incompletes in lieu of a regular grade.

### Papers, Exams, Tests, and Quizzes

1. There will be 4 quizzes/assignment, two tests, 1 paper and a final exam.
2. There may be unannounced quizzes.
3. Test dates are a part of the class schedule. Failure to appear for an in-class test or quiz will result in the assignment of a zero points for that test.
4. If you are going to miss a test with a legitimate reason (e.g., scheduled surgery, official University business, etc.), contact the instructor **PRIOR** to the administration of that test. A make-up test may be allowed only for convincing reasons and proper documentations (such as a doctor's note in case of a surgery/illness) are given for the absence.
5. All in-class quizzes and tests are closed books and closed notes unless otherwise specified.

### Research Paper

Please choose a topic in the area of information, strategy and information technology. The paper is to include a title page, introduction/abstract, headings where appropriate throughout the paper, conclusion, and a section on references at the end of the paper. The entire paper (excluding references) needs to be 3,500 to 4,000 words. Work with the instructor on the paper subject and concept, securing the instructor's approval before starting or turning in the paper.

## GENERAL COURSE POLICIES:

### Lateness:

Normally, the instructor will be in class on time. However, if the instructor is late by more than fifteen minutes, students should check with the College whether the class will be canceled. Students are expected to be in class on time.

### Student Academic Rights and Responsibilities:

Every student is expected to be thoroughly familiar with the University's Code of Student Conduct which can be found in the Collected Rules and Regulations of the University

(<http://www.uky.edu/StudentAffairs/Code/part1.html>). Every student is responsible for abiding by such regulations. Along with preparing for and attending class, each student has the responsibility to promote high academic standards. Students are expected to cooperate in all classes with instructors to achieve an optimal learning environment. Academic dishonesty, such as cheating, plagiarism, or sabotage, will not be tolerated and will be dealt in accordance with the University regulations. In all cases of academic dishonesty, the instructor is required to report the alleged academic dishonesty to the appropriate administrative officer.

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

### Course Schedule\*

Week 1 (1/11, 18):	Introduction, definitions
Week 2 (1/23, 25):	What is strategy?
Week 3 (1/30, 2/1):	Taxonomies of information technology
Week 3 (2/6, 8):	Does IT Matter?
Week 4 (2/13, 15):	Data, information, knowledge
Week 5 (2/20, 22):	The I-Space framework
Week 6 (2/27, 29):	Knowledge creating in organizations
Week 7 (3/5, 7):	Decision-making in organizations
Week 8 (3/12, 14):	Break, no class
Week 9 (3/19, 21):	Emergence of knowledge in organizations
Week 10 (3/26, 28):	IT and competition: an economic perspective
Week 11 (4/2, 4):	IT and firm performance: a CISR perspective
Week 12 (4/9, 11):	IT and organizational capital
Week 13 (4/16, 18):	John R. Boyd: Patterns of conflict & OODA loops
Week 14 (4/23, 25):	Knowledge, practice and expertise
Week 15 (4/30, 5/4):	Course summary and final

**\*Note:** It is possible, due to a variety of circumstances, that exact coverage and sequencing of course content will change. Also, course assignments, weights and grading may change. Students will be notified as far in advance of such changes.



## Learning Management System

OpenClass: This semester we will be using OpenClass for our course Learning Management System (LMS) instead of Blackboard. OpenClass is a new LMS developed by Pearson that enjoys heavy integration with Google Apps.

In order to use this collaborative tool, you will be required to have a University of Kentucky Google Apps account (username@g.uky.edu). Most of you will have acquired this account when you transitioned to cloud email last summer. For those of you who have not, please go to <https://ukam.uky.edu/manager/>, log in with your LinkBlue ID and password and set up your Google Apps account there. You may create a Google Apps account even if you chose to create a Microsoft WindowsLive account during the cloud email transition.

To enter our OpenClass course site, please go to <http://www.uky.edu/google> and log in with your Google Apps account. Then click on the OpenClass link near the bottom of the list of available apps. You will then be taken to your OpenClass dashboard. Select our course from the list on the left and you will be taken to our course website.

The University of Kentucky is engaged in an OpenClass pilot this semester as a design partner with Pearson to help improve OpenClass for future use. OpenClass is what is often referred to as a “beta release,” meaning that the product is not as finished or flawless as a final release. As a result, we may, from time to time, encounter issues or quirks in OpenClass. Pearson and UKIT are providing close support to our course this semester for the pilot, so any issues should (hopefully!) be resolved quickly. Rest assured, you will not be penalized due to any failure or error on the part of Pearson or OpenClass. If you have an issue with OpenClass, please let me know and contact the UK Help Desk immediately.

**EDU300-003  
Syllabus**

***Design Thinking in Education***

Instructor:	John Nash, Linda France and Eve Proffitt
Office Location	Dickey Hall Room 125
Phone Number	257-4145 and 257-4771
Email	<a href="mailto:John.Nash@uky.edu">John.Nash@uky.edu</a> ; <a href="mailto:Linda.france@uky.edu">Linda.france@uky.edu</a> ; <a href="mailto:eve.proffitt@uky.edu">eve.proffitt@uky.edu</a>
Virtual Office Hours	Mon-Wed 9am-12:00pm and by arrangement
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>
Face-to-Face Librarian	Brad Carrington, Education Librarian <a href="mailto:brad.carrington@uky.edu">brad.carrington@uky.edu</a> 859.257.7977
Face-to-Face Interlibrary Loan Service	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>
Course Website:	To be announced

**Course Description**

Design Thinking in Education is a course in which students work on challenges facing the P-20 community. The class is focused on a participatory, design thinking approach, with particular attention to the needs of clients who offer real-life challenges for students to work on. Students work in collaborative teams on semester-long projects in collaboration with client organizations, field liaisons, and a set of multi-disciplinary experts. Students are exposed to the process of human-centered design, and hone their skills in need finding, problem definition, brainstorming, prototyping, and user testing.

The course will consist of hands-on labs, guest speakers, and a guided design process.

#### Course Goals:

- To develop prototype solutions to heretofore intractable challenges in education
- To practice design thinking in a real-world context
- To learn the tenets of human-centered design
- To learn how to create hands-on prototypes
- To develop problem solving and critical thinking skills
- To recognize the potential impact of creative thinking, design thinking and innovation in the world

#### Prerequisite:

Approval by instructor.

#### UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

#### Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Self-assess dispositions and standards related to develop personal goals for growth.	Self assessment
Demonstrate skills in knowledge of design process for innovation.	Classwork and Final Presentation

### Course Delivery

This proposed course is designed as a face to face, field study, and online.

### Senate Bill 1 Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

### Required Texts

All PDFs available online at no cost

- 2010 Bootcamp Bootleg
- Design Thinking for Educators
- IDEO Human Centered Design Field Guide
- IDEO Human Centered Design Toolkit

Other texts may be assigned.

### Grades

Grades will be assigned as follows:

Process Grade: 40%

Product Grade: 40%

Final Presentation: 20%

### Late Assignments

Expectations are that all assignments will be completed on time. Late assignments accepted only upon permission of instructor. A late penalty of 5-10% may apply.

### Attendance

Students are expected to be on time and attend all sessions.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;

5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

### **Excessive Absences**

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)*

### **Participation and Professionalism**

The EDU 300-002 class requires field work in school settings. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

### **Students with Special Needs**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. Education Department is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national

origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the XXX program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult instructors if you have questions regarding this requirement.

### **Statement on Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

### **Legal Action**

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Diversity & Equity**

The EDU 300-002 Class is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's College of Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in design thinking that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Commitment to Addressing the Achievement Gap**

The EDU 300-002 class aligns itself with the positions of the College of Education regarding cultural and linguistic diversity in education.

### **Commitment to Technology**

The EDU 300-002 class is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

## Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), Kentucky Core Academic Standards, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
<b>Demonstrate competence in empathy and needfinding</b>	Develop an empathy and understanding of client issue from their point of view	
<b>Demonstrate competence in problem definition</b>	Narrow client issue to salient problem from which a design challenge can be formed	
<b>Demonstrate competence in brainstorming and ideation</b>	Develop an abundance of solutions to a design challenge	
<b>Demonstrate competence in prototyping</b>	Create fast, low resolution, usable prototypes of a solution to the design challenge to show to the client for feedback	
<b>Demonstrate competence in testing and feedback integration</b>	Test prototypes with clients and integrate feedback from their use to iterate new versions of the solution	

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.**

## Course Schedule and Outline

Because this course is heavily dependent on the outcomes of fieldwork, some on campus meeting dates may change. Please check the course Moodle for the most recent announcements regarding the schedule.

Class Number and Date	Topics, Agenda, and Readings
Aug 23	Kickoff
Aug 28	Wallet Project
Aug 30	Creativity tools
Sep 6	Needfinding begins
Sep 25	Problem definition begins
Oct 9	Brainstorming begins
Oct 23	Prototyping begins
Nov 6	Testing and Feedback begins
Nov 29	Thanksgiving
Dec 6	Presentations (Innovation Summit)

**THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.**