

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: J. Howard Kucher	Phone: 410-837-5060
DEPARTMENT / DIVISION: Economics, Finance and Management Science		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
New Course: ENTR 101 Imagination, Creativity and Entrepreneurship <u>MSB & CLA</u>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION ADD(NEW) <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION Non-Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCD
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

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SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>
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New Course: ENTR 101 Imagination, Creativity and Entrepreneurship MSB & CLA

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Deborah Ann Ford</i>	2/16/07
B. Final faculty review body within each School	Chair: <i>Joel H. Moore</i>	2/23/07
C. College Dean	Dean: <i>Susan Zaccu</i>	2/23/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Judy McFarland</i>	2/27/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Myranda Sullivan</i>	3/6/07
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: J. Howard Kucher	Phone: 410-837-5060
DEPARTMENT / DIVISION: Economics, Finance and Management Science		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
New Course: ENTR 101 Imagination, Creativity and Entrepreneurship MSB & CLA		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Full University approval to add a new course, ENTR 101 – Imagination, Creativity and Entrepreneurship, and implement the course in Fall 2007.

ENTR 101 is planned to be offered as a learning community course in fall 2007.

ENTR 101 will satisfy the 3-credit social & behavioral science general education requirement.

ENTR 101 will serve as an elective offering for interested MSB and CLA students.

For new courses or changes in existing courses (needed by Registrar)		
OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Imagination, Creativity and Entrepreneurship	Course # / HEGIS Code: ENTR 101	Credits: 3

O-2: Set forth the rationale for the proposal:

ENTR 101 will help facilitate the FSP initiative and better position the University to meet the needs of future generations of students seeking to earn their entire degree at UB. This course will provide a valuable introduction to the innovative spirit critical to success in business. ENTR 101 meets the UB and MHEC requirements for general education in the social sciences and will help our FSP students develop into creative problem solvers by providing useful tools for developing new intellectual models and novel solutions to problems and challenges. The subject also provides an ideal setting for alternative pedagogical methods including field study and experiential learning.

Document P: Required Format for Course Definition Document

1. Date Prepared – 1/4/07
2. Prepared by J. H. Kucher
3. Department – Economics, Finance and Management Science (Entrepreneurship), MSB
4. Course Number(s), including HEGIS code(s) ENTR 101
5. Course Title Imagination, Creativity and Entrepreneurship
6. Credit Hours 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course)
Students will experience what it means to discover the patterns that produce breakthrough ideas when attempting to solve business problems. Participants in this class will be exposed to a systematic approach to changing the way they create, identify and sell these ideas. They will also be introduced to a number of techniques, concepts and methods that can be added to their creative skills toolkit. The course is designed around real methods that have been proven to work in some of the leading corporations in the world. These methods are conveyed through both interactive and experiential learning approaches. Students will form teams for the purposes of developing creative solutions to problems and coming up with a concept around which a venture can be based.
8. Prerequisites - none
9. Faculty qualified to teach course: M. Laric, J. H. Kucher, J.C. Weiss
10. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop) This course will be taught as part of a learning community titled *Work as Art/Art as Work*. This course, as well as the learning community module, will utilize a combination of teaching components including lecture, discussion, field study, laboratory and workshop.
11. Suggested approximate class size - 25
12. Content Outline
 - a. Finding the Courage to Create; What to Expect from the Journey; Outline of expected events and activities; Review of Syllabus and Reading List; Description of Assignments and Activities to Assess Student Learning and Creativity; Guidelines for Journaling
 - b. Defining Creativity; Myths and Misconceptions about Creativity; the Evolution of Creativity; Types of Creativity; Creativity, Art and Spirituality
 - c. Theories of Creativity; Different Kinds of Intelligence; Left Brain and Right Brain Issues; The Importance of Diversity of Thinking Styles; Assessing Your Creative Problem-solving Style
 - d. Abandoning Assumptions and Looking at Problems Differently
 - e. Creativity as a Creation of Value; The Use of Stimuli in Creativity
 - f. Habits that Support Your Inherent Creative Abilities
 - g. Traditional Brainstorming: What It Is and What It Is Not
 - h. Creative Abrasion; Convergence and Divergence
 - i. The Creative Process; Roles You Must Play Over the Process; Creativity Blocks that Hinder the Process; Creative Questions before Creative Answers

- j. Evaluating Your Creativity; How do You Know a Good Idea when You Create One?
- k. Creativity in Different Contexts: Non- Business Perspectives on Creativity in Life and in Professional Pursuits

13. Learning Goals

- a. Upon completion of this course, students should be able to:
 - i. Generate a markedly higher number of innovative ideas when confronted with a task or problem;
 - ii. Recognize the creative blocks when they are imposed by others, as well as when one is imposing the blocks on others;
 - iii. Apply a variety of techniques for overcoming obstacles to creative problem-solving;
 - iv. Apply knowledge in group contexts to identify and evaluate alternatives by using a systematic approach to creative solutions;
 - v. Assume different roles in successfully managing the creative process;
 - vi. Sell creative solutions to others in an effective manner;
 - vii. Develop a viable product or service concept around which a venture can be initiated, and that they can carry forward beyond the class

14. Assessment Strategies

a. Mid-Term Examination	15%
b. Final Exam	15%
c. Individual Projects (2)	20%
d. Group Project	20%
e. Assignments & Exercises (Including journal)	20%
f. Class Participation	10%
Total	100%

*The midterm and final examinations will be essay format exams addressing the context of the assigned readings and class discussion as they relate to how imagination, creativity, and entrepreneurship are connected to economics, finance, and management studies.

The exam will be graded on content knowledge on the creativity process and objective determination of creative ability through practical problem solving skills. Sample study questions will be provided to students prior to the exam, but they are only samples; actual questions may be different.

**In the individual projects, students will design two new products. The first will be a new product designed from an existing object that is no longer useful for its originally intended purpose. The second project will involve the design of a commercial use for a technology developed for governmental purposes. Data on consumer preferences will be gathered from library and electronic resources, as well as through direct collection. Ethnographic and demographic market research tools will be introduced, demonstrated and applied for these projects. This component will draw heavily on the accompanying information literacy course as well as the resources of the Center for Technology

Commercialization. These designs will be presented to a panel of judges assembled from the business and technology community. A supporting paper will also be required. The outcomes will be assessed through both evaluation of the quality of the solution, as well as in the ability to document the tools and process used in the data analysis.

***Students will work in teams over the semester and come up with a creative concept for a new business in which they clearly demonstrate an overt benefit, a reason to believe and a dramatic difference. The project will be assessed in part based on the students' success in demonstrating their command of the degree to which the proposed product fits with how the target consumer behaves. This consumer behavior will be developed in part with the use of environmental scanning techniques taught using text and lecture.

****Students will complete a semester project in which they treat themselves as a product and develop a mission and creative brand for themselves. Final submissions will include written and audio-visual components. This assignment is referred to as "A Brand Called You."

***** Students are going to "create" multiple times during the semester. Each assignment will involve a tangible business problem and the development of a creative solution. A journal will be maintained during the semester for individual insights, activities and as a place to record ideas generated for your assignments (in-class and out). Many of the assignments will be group exercises for which brainstorming should be recorded in the journal.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)
 - a. Multiple text sources will be used. A customized textbook is contemplated. Individual chapters would contain material from relevant sections of the following, among others:
 - i. Cameron M. Ford and Dennis A. Gioia (1995), Creative Action in Organizations: Ivory Tower Visions & Real World Voices, Sage Publications.
 - ii. Scott Thorpe, How to Think Like Einstein (2000), Naperville, Illinois, Sourcebooks, Inc.
 - iii. Brent Bowers (2006) – If at First You Don't Succeed – The Eight Patterns of Highly Effective Entrepreneurs – Currency Publishers.
 - iv. Carl J. Schramm – (2006) The Entrepreneurial Imperative: How America's Economic Miracle Will Reshape the World (and Change Your Life) – Harper Collins.
 - v. Michael Michalko (2006) Thinkertoys: A Handbook of Creative-Thinking Techniques (2nd Edition) Ten Speed Press.
 - vi. Flaum, Jonathon A., How the paper fish learned to swim : a fable about inspiring creativity and bringing new ideas to life - American Management Association

- vii. Rabe, Cynthia Barton. The innovation killer : how what we know limits what we can imagine-- and what smart companies are doing about it - Amacom, 2006.
- viii. Lotherington, Wayne. Flicking your creative switch: developing brighter ideas for business - Wiley, 2003.
- ix. Hall, Doug, Jump start your business brain : win more, lose less, and make more money with your new products, services, sales and advertising Brain Brew Books, c2001.
- x. Gyskiewicz, Stanley S. Positive turbulence : developing climates for creativity, innovation, and renewal - Jossey-Bass : [Greensboro, N.C.] : Center for Creative Leadership, c1999.
- xi. Kao, John J. Jamming : the art and discipline of business creativity HarperBusiness, 1996.
- xii. De Bono, Edward, Serious creativity : using the power of lateral thinking to create new ideas Harper Business, 1993
- xiii. Henry Chesborough - Open Business Models – Harvard Business School Press, 2006
- xiv. Richard Florida (2004) The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life, Basic Books
- xv. Selected articles, video and multimedia presentations

General Education Approval Record

Merrick School of Business

(to be used for "certifying" new and existing courses; use information about proposed course)

Course: Subject and Number ENTR 101

Course Name: Imagination, Creativity, and Entrepreneurship

Department: Economics, Finance and Management Science (Entrepreneurship)

THIS COURSE SATISFIES 3 CREDITS OF THE **SOCIAL** SCIENCES GENERAL EDUCATION REQUIREMENT.

This course meets all of the learning outcomes and assessment strategies requirements for a social sciences general education course at the University of Baltimore. The attached chart shows the match.

Marguerite C. Weber
Signature (Marguerite Weber)

January 8, 2007
date

ENTR 101: General Education Evaluation

Learning Outcomes: Students will demonstrate these abilities. (from subcommittee recommendations)	How does this course specifically address this outcome? How are students introduced to the concept? Where do they practice it?	How will you assess student learning in this area?
1. Examine ways in which individuals, groups, institutions, or segments of society behave, function, and influence one another.	Students will work in teams over the semester and come up with a creative concept for a new business in which they clearly demonstrate an overt benefit, a reason to believe and a dramatic difference. The project will be assessed in part based on the students' success in demonstrating their command of the degree to which the proposed product fits with how the target consumer behaves. This consumer behavior will be developed in part with the use of environmental scanning techniques taught using text and lecture.	Students will be assessed on the degree to which they are able to apply knowledge in group contexts to identify and evaluate alternatives by using a systematic approach to creative solutions;
2. Understand the variety of methods to collect, analyze, interpret, and apply qualitative data as related to social phenomena and individual behavior.	In individual projects, students will design two new products. Data on consumer preferences will be gathered from library and electronic resources, as well as through direct collection. Ethnographic and demographic market research tools will be introduced, demonstrated and applied for these projects. This component will draw heavily on the accompanying information literacy course as well as the resources of the Center for Technology Commercialization. These designs will be presented to a panel of judges assembled from the business and technology community. A supporting paper will also be required.	Students will be assessed on (1) the degree to which they can use data to understand social phenomena and individual behavior (which could be assessed via a case study or on a test); (2) the degree to which they can determine what information would be needed to move forward with their own creative solutions (which could be assessed in journal reflections and/or the quality of the creative solution). (3) the quality of the solution (4) in the ability to document the tools and process used in the data analysis.
3. Be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied	The midterm and final examinations will be essay format exams addressing the context of the assigned readings and class discussion as they relate to how imagination, creativity, and entrepreneurship are connected to economics, finance, and management studies.	The exam will be graded on content knowledge on the creativity process and objective determination of creative ability through practical problem solving skills. Sample study questions will be provided to students prior to the exam, but they are only samples; actual questions may be different.

ENTR 101: General Education Evaluation, continued

Learning Outcomes: Students will demonstrate these abilities. (from subcommittee recommendations)	How does this course specifically address this outcome? How are students introduced to the concept? Where do they practice it?	How will you assess student learning in this area?
4. Understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment	Students are going to "create" multiple times during the semester. Each assignment will involve a tangible business problem and the development of a creative solution. A journal will be maintained during the semester for individual insights, activities and as a place to record ideas generated for assignments.	Students will be assessed on the degree to which they are able to: (1) Generate a markedly higher number of innovative ideas when confronted with a task or problem; (2) Recognize the creative blocks when they are imposed by others, as well as when one is imposing the blocks on others; (3) Apply a variety of techniques for overcoming obstacles to creative problem-solving;.
(4) Use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present	30% of the course entails assignments and exercises and class discussion/participation based on readings and current events connected to this learning outcome.	Students will be assessed on the degree to which they are able to: (1) Recognize creative blocks when they are imposed by others, as well as when one is imposing the blocks on others; (2) Apply a variety of techniques for overcoming obstacles to creative problem-solving;. (3) Apply knowledge in group contexts to identify and evaluate alternatives by using a systematic approach to creative solutions;
(5) Apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions.	Students will complete a semester project in which they treat themselves as a product and develop a mission and creative brand for themselves. Final submissions will include written and audio-visual components. This assignment is referred to as "A Brand Called You."	Students will be assessed on the degree to which they are able to: (1) Generate a markedly higher number of innovative ideas when confronted with a task or problem; (2) Recognize the creative blocks when they are imposed by others, as well as when one is imposing the blocks on others; (3) Apply a variety of techniques for overcoming obstacles to creative problem-solving; (4) Assume different roles in successfully managing the creative process; (5) Sell creative solutions to others in an effective manner; (6) Develop a viable product or

		service concept around which a venture can be initiated, and that they can carry forward beyond the class
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