Course description: As a culminating experience for the Innovation for Impact Certificate, this journey brings together the previous experiences and emerging expertise to investigate, innovate, and cultivate an impact innovation to achieve impact goals. Starting with building a grounded appreciation for a particular impact outcome, participants then design an innovation to realize a better future state, grounding this work in lessons with respect to logic models, design fictions, agile startups, and rapid prototyping. Some participants will simply test a component and produce a reflective analysis, while others will expand credit requirements and iterate to achieve transformative outcomes.

Course objectives and learning outcomes: At its core, the goal of the journey is that students will research and design an actual innovation to address a problem in society, resulting in either a deep appreciation for what it would take to bring about impact, or a desire to pursue a more sustained culminating experience in which they iterate their work to achieve increased impact.

Some key concepts/techniques include …

- Differentiating between Outputs versus Outcomes
- Developing Logic Models for an Impact Project
- Conducting a Needs and Landscape Analyses on Local Issues
- Leveraging Agile Startup and Lean Canvas Models
- Producing a Design Fiction and Rapid Prototype
- Connect Design Decisions to Particular Assumptions
- Managing Stakeholder Alignment and Ecosystem Integration

Additional expected outcomes include …

- Research Effectively, Through Identifying and Leveraging Reliable Sources
- Develop Robust Questions, Theories, and Methods
- Design an Impact Innovation to Bring About Desirable Future
- Connect One's Scholarship and Work to ASU Design Aspirations
- Iterate One's Innovation to Support Ecosystem Integration & Impact
- View Oneself as an Innovator Who Can Productively Impact the World
- Communicate and Convince Others on the Value of One's Assertions

Individual learning trajectories to achieve these learning goals will look different, as their inquiry pursuits will be applied to personal impact innovation projects focused on particular Impact Innovation goals.

Course Requirements: You will be responsible for completion of core milestones associated with the art and sciences of leveraging innovation for impact. These include understanding the science of impact with a particular focus on differentiating between outputs and outcomes in relation to the concept of impact. With this understanding, you will you will collaborate with a more experienced team focused on realizing an impact goal, reflecting on the lessons learned. You will also analyze a particular innovation with a focus on outputs versus outcomes, unintended consequences, and ecosystem integration. Lastly, you will pick an impact goal and build a rough logic model for how you would leverage innovation to achieve it.

Completion of Online Missions (Levelling Up on Core Concepts, Contextualizing Lessons Learned, Peer sharing) 50pts
Collaborative Work and Team Management (Leading Groups, Managing Deadlines, Multiple Perspectives) 50pts
Grounded Claims and Storied Truths (Landscape Analysis, Needs Analysis, Logic Model) 100pts
Impact Innovation Design Vision (Design Fiction, Lean Canvas, Rapid Prototype) 100pts
Critical Analysis & Ongoing Optimization (Design-Based Research, Storied Truths, Ecosystem Integration) 100pts

Total = 400 points
Barrett students interested in adding an honors contract to the class should contact the instructor in the first week of classes.

**Leveling-Up (Grading Scale)**

Think of this entire course as a learning adventure: as you complete each quest-line, quest, and mission, you will be developing new skills (advancing in the journey) and earning “points”.

- **Distinguished Level (392-400 points):** At this level, the adventurer met all the requirements of the course with excellence and went beyond completing the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and deeply engaged in classroom discussions regularly throughout the semester.
- **Outstanding Level (381-391 points):** At this level, the adventurer met all the requirements of the course with excellence and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and deeply engaged in classroom discussions regularly throughout the semester.
- **Accomplished Level (376-380 points):** At this level, the adventurer met all the requirements of the course almost with excellence and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions most of the time throughout the semester.
- **Master Level (341-375 points):** At this level, the adventurer met all the requirements of the course with high quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions most of the time throughout the semester.
- **Good Sport Level (326-340 points):** At this level, the adventurer met all the requirements of the course with acceptable quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester. OR. The adventurer met all the requirements of the course with high quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently throughout the semester.
- **Valiant Effort Level (291-325 points):** At this level, the adventurer met almost all the requirements of the course with acceptable quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions either infrequently or frequently throughout the semester.
- **Fair Try Level (276-290 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently throughout the semester.
- **Struggling but Promising Level (251-275 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester.
- **Passing Level (226-250 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for some of the community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently or infrequently throughout the semester.
- **Initiate Level (225 points or below):** At this level, the adventurer failed to meet most of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for most of the community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester.

In case it is not entirely obvious, these levels correspond to the grades used for this class, with the “Distinguished Level” being the equivalent of an A+, down to the “Initiate Level” as an F. As the name suggests “Passing Level” is the minimum to pass a course for credit at ASU, or a D.
Course Calendar: This culminating experience will be offered as a Learning Journey, composed of three Quests, each with associated missions and nested challenges. Each Quest roughly corresponds to two-three weeks of the adventure with an initial orienting activity, and deliverables and activities expected to be completed along the journey. Deliverables will leverage particular readings and tools intended to help you grow your ability, confidence and commitment to achieve your impact goals.

Each Quest will have three topical missions intended to prepare students for a milestone deliverable, reviewed by the instructor and intended to bring together the learning across the missions. Milestones are specific moments in the adventure where the adventurer is challenged to demonstrate skills developed during the preceding quests. Milestones are encountered at specific times during the adventure, and are characterized by specific deliverables that will have detailed instructions about the objective(s) and requirements to accomplish those objectives.

Grounded in the assumption that each one of us can do great things, this culminating experience will require students to identify a problematic condition or aspirational future and supported in researching, designing and implementing an impact innovation focused on realizing a better future state for society. Bringing the field experiences and previous coursework together, this culminating experience will require students to work individually or in collaboration with others as they lead the research, design, and implementation of an impact innovation that is meaningful to their life and career goals. Student projects could include:

- Developing a crowd-sourcing application to map out neighborhood strengths
- Building assessment routines to assess socio-emotional learning and team collaboration
- Establishing school and community garden plots and curriculum for learning projects
- Leveraging off-the-shelf software to build an application to increase volunteerism
- Producing a service to support use of health apps for patient-managed healthcare
- Develop a middle-school curriculum to increase student learning and engagement
- Designing a card game to help people understand complex ethical issues
- Creating impact guides to help parents use commercial games as career gateways
- Assessing the impact of a designed innovation to achieve stated goals

The important point, and consistent with the design aspirations of the New American University, students will engage use-inspired research focused on a community issue and working as part of an interdisciplinary team to bring about a better future. While not all students will bring their innovation to have real-world impact, all student innovators will be expected to try, instantiating their understanding, commitment, into an actual innovation and implementation plan with the requirement that work is principled, leverages course work, and is critically reflected upon.

Throughout the missions, learners will interrogate course readings, produce knowledge and interpretations, apply concepts to their own impact goals, and apprentice to colleagues working on their impact project. Additionally, every adventurer will provide assistance to one other adventurer in preparation for his or her milestone encounter (i.e., before it is due). Having party members supporting you in meeting your goals, allows for successful journey completion.

1. **Identifying Pursuit.** Grounding one’s impact innovation project within a problem worth solving or future worth living is the first Quest of the culminating experience. Here, participants will identify a particular impact issue, conducting a needs analysis within a particular context, and doing a larger landscape analysis to ensure their work leverages knowledge in the field. For the needs analysis, there will be the expectation to recruit and support novice certificate students, collectively talking with stake holders and making sense of incoming data. Grounded in these two analyses, participants will work with peers to build a logic model grounded in both the literature and their local storied truths. The goal here is to have justified a model for how the inputs associated with the innovation are likely to bring about the desired state.

2. **Designing possibility.** In this Quest, participants will create a design fiction story and a lean canvas to establish a productive vision for what their individual innovation could achieve. This work will involve collaborative conversations, working with peers and inviting critique throughout the iterative process of
design. Rather than a deep emphasis on product development, the bias will be on customer development with the goal being to play prototypes in front of potential users quickly and often, iterating ideas and testing assumptions. More than a rapid prototype, but less than a fully functional innovation, the expectation is that a vision would be established, components would be developed, and pieces would be tested with actual users with responsive iterations designed to integrate emerging lessons to improve the quality of the innovation.

3. Scaling Impact. An impact innovation post-mortem will take place at the end, in which participants deconstruct their grounding assumptions, produced designs, and collected data to clarify strengths and weakness, as well as determine next steps to create a truly impactful product. Less focused on “success,” the goal here is to scale lessons learned, critically reflecting on the work in terms of science, technology and society assumptions. The focus is not to deconstruct the innovation as product, but from an ecological perspective in which what is analyzed is the designed product, participant engagement, facilitator involvement, and whether the ecosystem would be conducive to achieving impact goals. Students may opt for an additional 2-3 credits in which they will continue to iterate their innovations, collecting data and even seeking financial support to realize their impact goals.

* Core Readings Include
   • Additionally there is the expectation that previous class readings will be applied.

Incompletes: A mark of "I" (incomplete) can be given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded using the form at http://students.asu.edu/forms/incomplete-grade-request. Students should be proactive and discuss this with their instructor and TA before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed.

Late Assignments: Late assignments will have 1/3rd of a letter grade deducted each day they are late. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

Grade Appeals: ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see: http://catalog.asu.edu/appeal

Student Standards: Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.azregents.edu/policymanual/default.aspx

Professionalism in the Classroom: While learning happens throughout ASU, the classroom is a particularly important focal point. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104-02. Students wishing to record lectures electronically must first get permission from the instructor.

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with ACD 304-04 or university sanctioned events/activities that are in accord with ACD 304-02.
Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor.

Prohibition of Commercial Note Taking Services: In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/ If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Sexual Violence and Harassment: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Drop and Add Dates/Withdrawals: Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.
Email Communications
All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources: As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.
   Tutoring: https://tutoring.asu.edu/tutoring
   Counseling Services: http://students.asu.edu/counseling
   Financial Aid: http://students.asu.edu/financialaid
   Major/Career Exploration: https://cls.asu.edu/majorexploration
   Career Services: http://students.asu.edu/career
   Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor as well as check the blackboard site for alterations made as events occur.