

Course Syllabus

TESY
4330

Product Innovation Processes Tools, and
Strategies

Instructor



Cory J. Ortiz, Ph.D.



Aviation and Technical Education

Feel free to call or text between 8 a.m. and 8 p.m. Mon - Sat

[Schedule a meeting with me](#)

[. \(https://calendly.com/techsystemsquality/30min\)](https://calendly.com/techsystemsquality/30min)

Communicating with me: I check both USU email and Canvas email regularly; however, feel free to send a text if you need a quick response. (Note: if you send a text, please include your name, as you will not be in my contacts.) I will try to respond to all communication within a few hours; however, there might be times when it takes up to 24 hours (48 on weekends). I am available most evenings and even weekends as needed. NOTE: I have set a goal to not work on Sundays, so please plan accordingly!

Canvas Announcements: I will post announcements on Canvas throughout the semester to keep you informed of additional assignment information, changes to the schedule, and other important information. **Please set your course notifications to "Notify me Right Away" when announcements are posted.**

Course Description

Students will experience the processes, tools, and strategies, used by new product developer's in industry. This encompasses strategies for production, development, innovation, and management.

Course Objectives

At the end of this course, you will be able to:

1. Students will demonstrate effective use of necessary strategies in new product development.
2. Students will demonstrate the phases of ideation and innovation in new product development.

3. Students will demonstrate effective leadership and management strategies in new product development.
4. Students will understand consumer response to product form.
5. Students will demonstrate effective design thinking in the process of new product development.

IDEA Objectives

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Online Course Fee

\$15 per credit course fee is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Course Resources

There is a required text for this class.

Luchs, M., Swan, S., & Griffin, A. (2016). *Design thinking: New product development essentials from the PDMA*. John Wiley & Sons, Inc.

ISBN: 978-1-118-97180-2

[Link to the publisher](https://www.wiley.com/en-us/Design+Thinking%3A+New+Product+Development+Essentials+from+the+PDMA-p-9781118971802)  (<https://www.wiley.com/en-us/Design+Thinking%3A+New+Product+Development+Essentials+from+the+PDMA-p-9781118971802>)

Course Expectations

- **Your Responsibilities:** Students are responsible for information found in announcements, weekly overviews, and assignments in Canvas. Please note that assignments and due dates may change. We will post weekly announcements in Canvas to keep you informed of additional assignment information, changes to the schedule, and other important information. Please set your course notifications to "Notify me Right Away" when announcements are posted. (Account --> Notifications)
- **Late Work:** All assignments will be submitted through Canvas and must be submitted on or before the due date. Due dates for each assignment will appear on the Canvas course calendar and on your to-do list (Coming Up) in Canvas. They will also appear on the Syllabus page and on the actual assignment. Please pay attention to the due dates -- I do not accept late work. Because this course

is to prepare you for the workplace, we expect you to treat due dates for an assignment the same as a task assigned by your boss. If you have a valid reason for submitting late, you must contact me prior to the due date by submitting a message to me via the canvas inbox or my email.

- **Feedback:** All assignments should be submitted as a Word or PDF unless otherwise specified to allow me to use the review tools. I will typically use the tools in Canvas to provide feedback, in which case you can View Feedback directly in Canvas. Occasionally I will edit your documents in Word and upload a file with my comments and suggestions. You will need to download and open the document to see my comments. Because you have spent your time and energy completing the work, I will always take time to provide feedback. we will leave a comment in the assignment telling you where you can find our feedback.
- **Resubmitting Work:** Because learning is a process and we learn best by applying feedback, as long as you submit your assignments on time, you will be able to resubmit them until you are satisfied with your results. You will have one week from the day you receive our feedback to resubmit. I will remind you of this option in the assignment comment.
- **Grading Criteria:** Pay special attention to rubrics found in each assignment.

Grade Scheme

This class takes on an ungrading model. **What is "ungrading"?**

Ungrading means that your assignments will be evaluated through heavy feedback loops, peer critique, and discussion. You will notice that no grades will be given for the weekly assignments; instead, your assignments will include extensive feedback and be labeled “complete” or “incomplete.”

While you will get a final grade at the end of the term, I will not be grading individual assignments but instead asking questions and making comments that engage your work rather than simply evaluating it. It is up to you to be in charge of your learning. The intention here is to help you focus on working more organically instead of working as you think you’re expected to.

You may redo any assignments up to the final portfolio entry. Your final portfolio will be evaluated by the instructor, a peer, and yourself. You will need to write a short synopsis on why you deserve a particular grade in the course substantiated by evidence from course assignments. **You will need to complete every assignment to earn an A grade; you can still fail this course based on a lack of completion of the assigned work.** This method allows you to take control of your learning.

This is scary; what if I love grades?

If you are worried about your grade, your best strategy should be to reach out to me, join the discussions, participate in class activities, and complete the assignments. You should consider this

 use a ‘busy-work-free zone.’ If a project does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date.

No late work will be accepted for the final portfolio, with no exceptions unless under the most dire of emergencies, which must be communicated with Dr. Ortiz promptly in writing.

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. ***(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)*** This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](http://catalog.usu.edu/content.php?catoid=12&navoid=3955) [↗\(http://catalog.usu.edu/content.php?catoid=12&navoid=3955\)](http://catalog.usu.edu/content.php?catoid=12&navoid=3955)).

Assumption of Risk



All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary

basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/>  (<http://www.usu.edu/riskmgt/>)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.  (<http://libguides.usu.edu/rc>)

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](https://studentconduct.usu.edu/studentcode/article5)  (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)  (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

 student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

[➔ \(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6)

Discrimination and Sexual Misconduct

eral Overview

USU strives to provide an environment for students and employees that is free from [discrimination](#) [➔ \(https://www.usu.edu/equity/non-discrimination.php\)](https://www.usu.edu/equity/non-discrimination.php) and [sexual misconduct](#) [➔](#)

<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) via Old Main room 161 in Logan, 435-797-1266, titleix@usu.edu (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report.php) [↗](https://www.usu.edu/equity/report.php). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) [↗](https://www.usu.edu/sexual-respect/). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) [↗](https://www.usu.edu/equity/resources).

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](https://www.usu.edu/equity/sexual-misconduct/employees.php) [↗](https://www.usu.edu/equity/sexual-misconduct/employees.php)." This means that if you share information about [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php). The instructor is also required to tell you about [designated confidential resources](https://www.usu.edu/sexual-respect/resources.php) [↗](https://www.usu.edu/sexual-respect/resources.php), [supportive measures](https://www.usu.edu/equity/Supportive-Measures.php) [↗](https://www.usu.edu/equity/Supportive-Measures.php), and [how you can file a report](https://www.usu.edu/equity/report.php) [↗](https://www.usu.edu/equity/report.php) with the USU Title IX Coordinator.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](http://www.usu.edu/drc/) [↗](http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

 Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> ↗ (<https://studentaffairs.usu.edu/>), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> ↗ (<https://ususa.usu.edu/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> ↗ (<http://accesscenter.usu.edu/>), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> ↗ (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> ↗ (<http://accesscenter.usu.edu/lgbtqa/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> ↗ (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> ↗

(<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) ↗

(<https://studentconduct.usu.edu/studentcode/article7>).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/studentconduct) ↗ (<http://www.usu.edu/studentconduct>)
- [Student Code](https://studentconduct.usu.edu/studentcode/) ↗ (<https://studentconduct.usu.edu/studentcode/>)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6) ↗ (<https://studentconduct.usu.edu/studentcode/article6>)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) ↗ (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) ↗ (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may

interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](https://counseling.usu.edu)  (<https://counseling.usu.edu>).

Students are also encouraged to download the [“SafeUT App”](https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app)  (<https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

USU Course Policies:

[Appropriate Use of Canvas and Other IT Resources \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#appropriate\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#appropriate)

[Academic Freedom and Professional Responsibilities \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#freedom\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#freedom)

[Academic Integrity - “The Honor System” \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#integrity\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#integrity)

 [Academic Dishonesty \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#dishonesty\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#dishonesty)

[Discrimination and Sexual Misconduct \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#misconduct\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#misconduct)

[Withdrawal Policy and “I” Grade Policy \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#policy\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#policy)

[Students with Disabilities \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#disabilities\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#disabilities)

[Students Who are Pregnant or Have a Pregnancy-related Condition \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#pregnant\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#pregnant)

[Inclusive Excellence \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#excellence\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#excellence)

[Grievance Process \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#grievance\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#grievance)

[Full Details for USU Academic Policies and Procedures \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#details\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#details)

[Emergency Procedures \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#emergency\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#emergency)

[General Health Protocols \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#general\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#general)

[Mental Health \(https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#mental\)](https://www.usu.edu/teach/help-topics/teaching-tips/syllabus-resources#mental)

Course Summary:

Date	Details	Due
Mon Aug 29, 2022	 The History of Design Thinking	to do: 11:59pm
Fri Sep 2, 2022	 Check Your Understanding (https://usu.instructure.com/courses/711273/assignments/3705443)	due by 11:59pm
Sun Sep 4, 2022	 Beginning of Class Survey (https://usu.instructure.com/courses/711273/assignments/3705454)	due by 11:59pm
	 Complete - Elevator Speech (First post due Thursday!!) (https://usu.instructure.com/courses/711273/assignments/3705453)	due by 11:59pm
	 Introduction Meeting with the Instructor	due by 11:59pm



Date	Details	Due
	(https://usu.instructure.com/courses/711273/assignments/3789108)	
Mon Sep 5, 2022	 Boosting Creativity in Idea Generation	to do: 11:59pm
Sun Sep 18, 2022	 Design Heuristics Discussion (https://usu.instructure.com/courses/711273/assignments/3705450)	due by 11:59pm
Mon Sep 19, 2022	 Empathy in Design	to do: 11:59pm
Sun Sep 25, 2022	 Empathy in Design - Empathy map - Discussion (https://usu.instructure.com/courses/711273/assignments/3705446)	due by 11:59pm
	 Empathy Map (https://usu.instructure.com/courses/711273/assignments/3705457)	due by 11:59pm
Mon Sep 26, 2022	 Consumer Response to Product Form	to do: 11:59pm
	 Empathy in Design - Case studies	to do: 11:59pm
Sun Oct 2, 2022	 Empathy in Design - Presentation - Discussion (https://usu.instructure.com/courses/711273/assignments/3705445)	due by 11:59pm
	 Customer Response Case Study Analysis (https://usu.instructure.com/courses/711273/assignments/3705456)	due by 11:59pm
	 Empathy Presentation (https://usu.instructure.com/courses/711273/assignments/3705458)	due by 11:59pm
Sun Oct 9, 2022	 The Inspirational Design Brief	to do: 11:59pm
Sun Oct 16, 2022	 Writing a design brief (https://usu.instructure.com/courses/711273/assignments/3705466)	due by 11:59pm
Sun Oct 17, 2022	 Personas in Design Thinking	to do: 11:59pm

Date	Details	Due
Sun Oct 23, 2022	 Personas Discussion https://usu.instructure.com/courses/711273/assignments/3705452	due by 11:59pm
	 Midterm Survey https://usu.instructure.com/courses/711273/assignments/3705461	due by 11:59pm
	 Personas in Design Thinking https://usu.instructure.com/courses/711273/assignments/3705462	due by 11:59pm
Mon Oct 24, 2022	 Boosting Creativity in Idea Generation - Additional tools	to do: 11:59pm
Sun Oct 30, 2022	 Idea Generation - Additional tools - Discussion https://usu.instructure.com/courses/711273/assignments/3705448	due by 11:59pm
Mon Oct 31, 2022	 Customer Experience Mapping	to do: 11:59pm
Sun Nov 6, 2022	 Customer Experience Mapping Discussion https://usu.instructure.com/courses/711273/assignments/3705451	due by 11:59pm
	 Customer Experience Mapping EXAMPLES	to do: 11:59pm
	 Customer Experience Mapping https://usu.instructure.com/courses/711273/assignments/3705455	due by 11:59pm
Mon Nov 7, 2022	 Designing Services	to do: 11:59pm
	 Service Mapping EXAMPLES	to do: 11:59pm
Sun Nov 13, 2022	 Service Design - Discussion https://usu.instructure.com/courses/711273/assignments/3705444	due by 11:59pm
	 Service Map https://usu.instructure.com/courses/711273/assignments/3705464	due by 11:59pm
Mon Nov 14, 2022	 The Key Roles of Stories and Prototypes in Design Thinking	to do: 11:59pm



Date	Details	Due
Sun Nov 20, 2022	 Prototyping - Discussion (https://usu.instructure.com/courses/711273/assignments/3705449)	due by 11:59pm
Mon Nov 28, 2022	 Integrating Design into the Fuzzy Front End of the Innovation Process	to do: 12:01am
Sun Dec 4, 2022	 Fuzzy Front End Tools - Discussion (https://usu.instructure.com/courses/711273/assignments/3705447)	due by 11:59pm
Mon Dec 5, 2022	 Final Portfolio	to do: 12:01am
Mon Dec 5, 2022	 Class Final	to do: 11:59pm
Tue Dec 6, 2022	 Portfolio Submission (Due Wednesday of Finals Week!) (https://usu.instructure.com/courses/711273/assignments/3705463)	due by 11:59pm
Wed Dec 14, 2022	 End of Class Survey (https://usu.instructure.com/courses/711273/assignments/3705459)	due by 11:59pm
Wed Dec 14, 2022	 Portfolio Submission (Due Wednesday of Finals Week!) (https://usu.instructure.com/courses/711273/assignments/3918477)	due by 11:59pm
	 Extra Credit (Submit Errors Here) (https://usu.instructure.com/courses/711273/assignments/3705460)	
	 TEMPLATE (https://usu.instructure.com/courses/711273/assignments/3705465)	

