

Fall 2026

Meeting days: Tuesday & Thursday	Instructor title and name: Prof Steve Suhrheinrich
Meeting times: 8:00 am - 9:15 pm	Phone: m) 619.316.1202
Meeting location: FSB 101	E-mail: ssuhrhei@pointloma.edu
Final Exam: Dec 15, 7:30 am - 10:00 am	Office location and hours: FSB 132, by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high-quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an understanding of the critical role of creativity and innovation in the development of new products or services. Students will explore how to develop an entrepreneurial mindset and an innovative culture within an organizational structure. The overall impact of ideation and how to implement and/or commercialize an innovative idea will also be addressed.

COURSE LEARNING OUTCOMES

1. Identify the traits and behaviors that encompass creativity and innovation (PLO F3).
2. Demonstrate proficiency in the key terminology, models, and methods to implement creative and innovative practices (PLO 1 & F1).
3. Evaluate the desirability, feasibility, and viability of potential new ventures through prototyping and hypothesis testing (PLO 1, 2, F1 & F3).
4. Analyze the processes and challenges of leadership and change management as they apply to innovation effectiveness (PLO 2 & F1).
5. Apply practices of creativity to solve real world problems both individually and in a group environment (PLO 2, 5 & F3).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Kelley, T., & Kelley, D. (2013). Creative Confidence: Unleashing the Creative Potential Within Us All. Crown Business.

- Various online articles and videos (provided in Canvas)

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

GENERAL COURSE CONCERNS

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

LOMA WRITING CENTER

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and

students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, by email or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each

professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

ASSESSMENT AND GRADING

Student grades will be posted, for the previous week, in the Canvas grade book by midnight on Sunday of each week beginning in Week Two of this course. It is essential to read the comments posted in the grade book as they are intended to help students improve their work. Final grades will be posted within one week of the end of the class.

Activities and Point Distribution

Assignments	Points	Percentage
Weekly Activities and Classroom Participation - Journal Entries (15) - Assigned Class Preparation - Class Participation	<u>300</u> 150 50 100	<u>30%</u> 15% 5% 10%
Individual Assessments - Creativity Exercises (3) - Quizzes (4)	<u>300</u> 200 100	<u>30%</u> 20% 10%
Group - Innovation Workshop Reflection - Design Thinking (5) - Design Thinking: Testing & Final Presentation	<u>400</u> 25 300 75	<u>40%</u> 2.5% 30% 7.5%
	1000	100%

Points to Grades Conversion

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

INCOMPLETES AND LATE ASSIGNMENTS

Submit all assignments by the due dates. Each day an assignment is late, you will lose 5% of possible points. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on

the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class. Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director. Incompletes will only be assigned in extremely unusual circumstances.

COURSE SCHEDULE AND ASSIGNMENTS

1. **Journal Entries (10 x 15 = 150 points):** Each week, students will complete a reflective journal entry aligned with the course theme. These may include written reflections, lists, sketches, or other creative expressions. Students will upload a photo of their journal entry to Canvas by Sunday night. The purpose of these entries is to deepen personal insight, experiment with different forms of expression, and track individual creative growth over time.
2. **Class Preparation and Participation (125pts):** Students are expected to engage actively with course material through thoughtful preparation, in-class participation, and online reflections. This includes contributing to discussions, completing reading assignments and quizzes, working collaboratively during group activities, and being fully present and engaged during in-person sessions. High levels of cooperation, curiosity, and presence will be rewarded.
3. **Creative Exercises (200pts):**
 - a. **Awareness Walk (30 points):** Unplug and walk through campus for 30–60 minutes using all five senses to observe your surroundings. Record your experience using a combination of sketches, descriptive writing, and reflections in your journal. Focus on what you notice that's normally overlooked.
 - b. **Creative Person Biography (70 points):** Choose a well-known creative person from any field. Record a 4-5 minute video biography focused on their habits, mindset, and rituals. Conclude by reflecting on what we all can apply to our own lives to become more creatively consistent and courageous like the person you studied.
 - c. **15-Week Project (Midpoint: 25 pts, Final: 75 pts = 100 total):** Choose one creative act (e.g., taking a photo daily, sketching a theme, journaling a story, learning a skill) and practice it consistently over the semester. Submit a midpoint check-in with sample work and a final deliverable that reflects your process, learning, and personal growth. This project is about creative discipline and cumulative insight.
4. **Quizzes (4 × 25 = 100 points):** Short assessments based on assigned readings and videos will be given throughout the course. These are designed to reinforce understanding, encourage engagement with materials, and prepare students for class discussions. NOTE: There will be five quizzes total, and students may drop the lowest score.
5. **Innovation Workshop Reflection (25 points):** Students will participate in the university-wide Innovation Workshop and reflect on their experience in a brief report. The reflection should highlight key lessons learned, takeaways from peers or mentors, and how the experience shaped their team's thinking about creativity and innovation.
6. **Design Thinking Project (300 points):** Over the course of the semester, student teams will solve a real-world problem using the Design Thinking process. This will include five core deliverables, each graded separately:
 - a. **Empathize (75 points):** The first phase challenges teams to develop a deep understanding of their users through direct engagement. This includes conducting user interviews, observations, or

other empathy-driven techniques. Students will synthesize their findings into tools like empathy maps or personas to clearly articulate user needs.

- b. **Define phase (50 points):** Teams will analyze their research to identify key insights and user pain points. They will frame a core problem from the user's perspective, create a clear Point of View (POV) statement, and generate actionable “How Might We...” questions that will drive the ideation process. This stage sets the foundation for developing meaningful, user-centered solutions.
 - c. **Ideate phase (50 points):** Students will use structured brainstorming and creativity techniques to generate a wide range of ideas. The emphasis will be on volume, collaboration, and novelty. From this pool of ideas, teams will select the most promising concepts based on creativity and feasibility, setting the stage for early solution development.
 - d. **Prototype phase (50 points):** Students focus on turning ideas into a tangible form. Teams will create low-fidelity representations—such as sketches, mockups, or simple physical models—to communicate their solutions. The goal is not to achieve perfection but to explore, visualize, and refine through feedback. Iteration and early testing within the class will help strengthen their concept.
 - e. **Test phase (75 points):** Teams will present their prototypes at the Innovation Expo, where peers, faculty, and visitors will interact with their displays and provide feedback. This real-time testing environment is an opportunity for teams to engage users, gather insights, and evaluate how well their solutions address the core user needs. Teams will be expected to reflect on the feedback they received and consider how they would revise their designs in response.
7. **Final Product Pitch + Lessons Learned (75 points):** During finals week, teams will deliver a polished presentation of their solution and design thinking journey. Presentations should include a recap of their process, insights from testing, final prototype evolution, and a “lessons learned” section. This is your opportunity to tell a compelling innovation story and demonstrate how your team grew.

Course Schedule: [Fa26 MGT 3081 Creativity and Innovation Schedule](#)