

A - New Course Proposal V. 7.2022 : Entry # 3565**DEAN Decision**

Approved

Date

09/12/2025

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

11/09/2025

Begin Form**Today's Date**

09/11/2025

Your Name:

Jessica Wiitala

Your Email:jwiitala@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Brianna Clark

Email address of your Department Chairbclark1@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Entrepreneurship

When should this proposal take effect?

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Fall 2026

Information for the Registrar**Choose the department designator from the list below.**

ENT

Proposed Course Number?

1010

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Entrepreneurship Fellows Colloquium

Write the catalog description of your proposed course:

This course explores creativity, entrepreneurial mindset, and applied problem-solving through workshops, discussions, and collaborative projects designed for Fellows in the School of Entrepreneurship. Students will engage with peers, faculty, and community partners to develop empathy, generate innovative ideas, and test solutions that address real-world challenges. Topics vary by semester and may include design thinking, creativity and planning, leadership development, and project implementation with nonprofit or industry partners. The colloquium provides Fellows with a recurring touchpoint to build community, strengthen professional skills, and contribute meaningfully to the School and broader community. The course is graded Pass/Fail and may be repeated for credit, up to a maximum of two credits.

How many credit hours will this course be?

1

How will the course be graded?

Pass/Fail

Please select the course repeat option for this course:

Students may receive unlimited credit for repeating this course

What is the offering cycle for this course?

Every semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

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No, with the establishment of the new School of Entrepreneurship, and Fellows program, the course would support the Entrepreneurship Fellows.

Any other comments for the Registrar at this time?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

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The Entrepreneurship Fellows Colloquium provides a forum where Fellows engage with faculty, peers, and community partners through workshops, discussions, and collaborative projects. This course is designed as a touchpoint for Fellows across all entrepreneurship-related majors to foster connection, professional growth, and innovation. Each semester, the colloquium will focus on rotating themes—such as design thinking, entrepreneurial mindset, empathy building, creativity, and project implementation—that complement the School of Entrepreneurship's core curriculum. Sessions will emphasize hands-on learning, real-world application, and interdisciplinary collaboration.

Rationale

While Fellows have access to core classes in entrepreneurship, there is a need for a unifying, low-credit colloquium experience that fosters consistent engagement, community building, and applied learning. The colloquium ensures that Fellows carve out a dedicated hour each week for professional development, leadership training, and innovation. It also provides a flexible format for integrating workshops, guest speakers, and projects without duplicating core curriculum content. The repeatable structure allows Fellows to participate throughout their time in the program, progressively developing skills while contributing to the Fellows community.

Connection to Mission:

This course supports the mission of the School of Entrepreneurship by fostering creativity, collaboration, and applied problem-solving. It helps students become innovative leaders capable of designing meaningful solutions, working across disciplines, and engaging with the community. Through experiential learning and peer exchange, Fellows will strengthen their entrepreneurial mindset while enhancing the reputation of the School through visible, impactful projects.

List all student learning outcomes for this course.

LEARNING OUTCOMES

By the end of the colloquium, students will be able to:

1. Demonstrate creativity and adaptability by applying entrepreneurial thinking to small-scale projects and challenges.
 - Assessed through design sprints, brainstorming workshops, or nonprofit project proposals.
2. Develop empathy and collaboration skills by engaging in team-based activities that address community and organizational needs.
 - Assessed through empathy mapping exercises, peer feedback reflections, or collaborative project work.
3. Communicate ideas effectively through storytelling, presentations, or promotional materials.
 - Assessed through pitch presentations, storytelling exercises, or creation of digital/print materials.
4. Integrate theory and practice by testing innovative approaches to problem-solving with feedback from peers, faculty, and external partners.
 - Assessed through prototype testing, midpoint check-ins, or final project deliverables.
5. Contribute to the Fellows community by sharing insights, mentoring peers, and supporting collaborative initiatives.
 - Assessed through reflection journals, peer mentoring activities, or participation in showcase events.

List any units or content areas that will be required for all sections of this course.

Topics vary by semester and may include design thinking, creativity and planning, leadership development, and project implementation with nonprofit or industry partners. The colloquium provides Fellows with a recurring touchpoint to build community, strengthen professional skills, and contribute meaningfully to the School and broader community.

List any assignments, tests, or other assessments that will be required for all sections of this course.

GRADED ASSIGNMENTS

Participation (10%)

□ As a workshop-based colloquium, active engagement is essential for student success. Attendance will be monitored each week, and students are expected to fully participate in discussions, activities, and project work sessions. Participation includes contributing to group activities, collaborating with peers, engaging with guest speakers, and completing in-class exercises. Since much of the learning occurs through applied workshops and collaboration, students cannot make up for missed participation by

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simply reviewing materials after class. Arriving late, leaving early, or disengaging from activities (including disruptive use of technology) will negatively impact your grade.

In-Class Workshops and Activities (30%)

□ Students will regularly complete hands-on exercises such as brainstorming sessions, empathy mapping, design sprints, or problem-solving challenges. These activities will be submitted in class (via worksheets, prototypes, or short digital uploads) and are required for credit.

Project Milestones (30%)

□ Depending on the colloquium section, students may work individually or in teams to complete small projects. Milestones may include drafting a project idea, preparing a short pitch, or producing a creative artifact (poster, video, or campaign mock-up). These checkpoints ensure steady progress toward the final showcase or reflection.

Reflection & Peer Feedback (20%)

□ Fellows will complete short reflective assignments or peer feedback exercises designed to deepen learning and foster community. Reflections may include personal takeaways from guest speakers, lessons learned from collaboration, or insights about the entrepreneurial mindset.

Quizzes (10%)

□ Quizzes will be due for the readings assigned. Quizzes will be used to gauge your understanding of the content. Quizzes will be available on Blackboard. All quizzes are to be taken individually.

Alternative Assignments (depending on section theme)

- Nonprofit Partner Project: Develop and pitch an idea to increase community engagement or fundraising.
- Industry Spotlight Summary: Write a short report connecting insights from a guest speaker to personal goals.
- Storytelling Pitch: Deliver a 3-minute pitch using narrative techniques to persuade or inspire.
- Opportunity Scan: Identify a problem or inefficiency on campus, in the community, or in an industry, and propose a creative solution.
- Empathy Map Exercise: Create an empathy map for a target audience (customers, clients, or community members) and share findings.
- Failure Case Study: Research an entrepreneurial failure (startup, product, or event) and present lessons learned.
- Idea Journal / Reflection Log: Submit weekly entries capturing brainstorming, observations, and insights from workshops.
- Collaboration & Feedback Task: Provide structured peer feedback on a teammate's idea or prototype, focusing on constructive suggestions.
- Prototype or Concept Sketch: Create a low-fidelity model (diagram, outline, storyboard) of a proposed idea to communicate concept clearly.
- Leadership in Action: Facilitate a short group activity or discussion during class to practice collaborative leadership.

List any readings or other materials that will be required for all sections of this course.

Required Option 1: Schoeniger, G. G. (2024). The Entrepreneurial Mindset Advantage: The Hidden Logic That Unleashes Human Potential. Dallas, TX: Matt Holt Books.

- The text is available through the university bookstore, Amazon, and other on-line book sellers.
- ISBN: 978-1637745779

Required Option 2: Cuellar, T. L. (2020). Cultivating an Entrepreneurial Mindset. Hampton, NJ: Business Expert Press.

- The text is available through the university bookstore, Amazon, and other on-line book sellers.
- ISBN: 978-1948580762

Required: Readings posted to blackboard, which will be referenced in class

Supplemental Readings (vary by semester):

- The Lean Startup by Eric Ries — for experimentation, MVPs, and feedback loops

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- Designing Your Life by Bill Burnett & Dave Evans — to integrate design thinking into life and project planning
- High Output Management by Andy Grove — to support leadership, team dynamics, goal-setting (OKRs), and managing entrepreneurial initiatives

List any course policies that will be required for all sections of this course.

Professional Behavior and Attitude

☐ One of the important educational objectives of the David S. Congdon School of Entrepreneurship is to model professional behavior and attitudes in our students.

David S. Congdon School of Entrepreneurship Policies, Practices and Expectations

☐ Students are expected to adhere to all standards outlined in the David S. Congdon School of Entrepreneurship's Policies, Practices, and Expectations guidelines (located at WEBSITE Link provided in syllabus and updated each semester), unless alternate standards are specifically outlined elsewhere in this syllabus.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

No

Sample Syllabus

- [APIRC-CSE-Fellows-Syllabus-Proposal.docx](#)