


# GCOE 541 Creative Problem-Solving and Design Thinking- CrsRvs-2018-10-03

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

<b>Proposer*</b>	John McCarthy	<b>Proposer Email*</b>	jmccarth@iup.edu
<b>Contact Person*</b>	John McCarthy	<b>Contact Email*</b>	jmccarth@iup.edu
<b>Proposing Department/Unit*</b>	COUN	<b>Contact Phone*</b>	412-720-6681

<b>Course Level*</b>	graduate-level
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### Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p> <p>catalog_desc_change course_title_change</p>	<p>Category B:</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
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### Rationale for Proposed Changes (All Categories)

<p><b>(A) Why is the course being revised /deleted:*</b></p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p>	<p>A segment on Design Thinking (DT) would be added to the course title and the course description, as this is a domain that relates to creative thinking and creative problem-solving. Though not linear in process, the stages in DT are similar to creative problem-solving and include question-framing and ideation. DT has been applied to various areas, including medicine, life design, education, and non-profit sectors.</p> <p>DT would be an appropriate and beneficial component to this course, and, in addition, it is an area that would be helpful for graduate students in any academic discipline to know. DT can help individuals to be more deliberate and thoughtful in their decision-making processes with complex problems (Lowgren &amp; Stolterman, 2004).</p> <p>Furthermore, DT strategies have been integrated in post-secondary curricula (Akalin &amp; Sezal, 2009; Klein &amp; Phillips, 2011). In a search of the 2018-2019 Graduate Catalog, design thinking was only included in the course description of "MGMT 672: Innovation and Entrepreneurship."</p> <p>GCOE has been offered during the Winter sessions of 2014, 2015, and 2017. It is also my intent to offer this course again in Winter 2018.</p>
<p><b>(B) University Senate Summary of Rationale*</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Design Thinking is being added to the GCOE 541 course title and course description. According to Aflatooney et al. (2018), Design Thinking (DT) is a collaborative problem-solving approach that is human-centric in nature. The process of DT has been applied to various disciplines, including organizational development, medical care/training, education, life design, career development, and non-profit sectors, and it is my belief that this component would be a beneficial addition to the existing course. It is closely related to the creative problem-solving/thinking approach, particularly in its question-framing and ideation stages. Because of DT's widening application across disciplines as well as the increasing amount of attention given to it in the literature, I believe that graduate students would be aided by having a familiarity with it.</p>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	<p>None</p>

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	GCOE
<b>Proposed Prefix</b>	GCOE
<b>(E) Current Number*</b>	541
<b>Proposed Number</b>	541
<b>(F) Current Course Title*</b>	Creativity and Creative Problem-Solving
<b>Proposed Course Title</b>	Creative Problem-Solving and Design Thinking
<b>(G) Prerequisite (s)</b>	None
<b>Proposed Prerequisite (s)</b>	None
<b>(H) Current Catalog Description</b>	Examines the history, current literature, and neuroscience of creativity before offering an overview of approaches and models of creativity and creative problem-solving. The crux of the course is the application of creativity and creative problem-solving for professionals in their respective workplaces.

**Proposed Catalog Description** Examines the history, current literature, neuroscience, and various approaches of creativity and creative problem-solving before covering the principles and stages of design thinking. The course also includes an application component of both creative problem-solving and design thinking for professionals in their respective workplaces.

*If changing Category A, no further action required.*

**Category B (if no change, leave blank)**

**(I) Repeatable Course**  
 This is for a course that can be repeated  
 Multiple times e.g. Internship

If YES, please complete the following:  
 Number of Credits that May be Repeated:  
 Maximum Number of Credits Allowed to be Repeated:

**Proposed Repeatable Course**

If YES, please complete the following:  
 Number of Credits that May be Repeated:  
 Maximum Number of Credits Allowed to be Repeated:

**(J) Number of Credits**

Class Hours per week:  
 Lab Hours:  
 Credits:

**Proposed Number of Credits**

Class Hours:Lab Hours:Credits:

**(K) Current Course Student Learning Outcomes (SLOs)**

**(L) Proposed Course Student Learning Outcomes (SLOs)**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1		
2		
3		

For each outcome, describe how the outcome will be achieved

**(M) Previous Brief Course Outline**

*(It is acceptable to copy from old syllabus)*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.*

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
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**Distance Education Section**

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	

How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
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Liberal Studies Course Designations (Check all that apply)															
Learning Skills:															
Knowledge Area:															
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>														
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td>• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td>• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td>• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td>• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td>• the interrelationships within and across cultures &amp; global communities</td> <td></td> </tr> <tr> <td>• the interrelationships within and across disciplines</td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	• the ways of modeling the natural, social and technical worlds		• The aesthetic facets of human experience		• the past and present from historical, philosophical and social perspectives		• the human imagination, expression and traditions of many cultures		• the interrelationships within and across cultures & global communities		• the interrelationships within and across disciplines	
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<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

**How will each outcome be measured**  
 (note should mirror (L) Student Learning  
 Outcomes\* (SLO) from the course  
 proposal

*Narrative on how the course will address the Selected Category Content*

<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
1	
2	
3	


**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

<p><b>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</b></p>	
<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	

**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin: 0 auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>