


# GCOE 541 Creativity and Creative Problem-Solving-NewCrs-2016-02-04

- 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-NewCrs-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**” 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/COET	<b>Contact Phone*</b>	412-720-6681

<b>(A) Course Prefix*</b>	<i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i> GCOE
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 541
<b>(C) Course Title*</b>	Creativity and Creative Problem-Solving
<b>(D) Course Level*</b>	graduate-level
<b>(E) Cross Listed*</b>	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i>  NO  If YES, with:
<b>(F) Variable Credit*</b>	NO  If YES, enter the number of credits:
<b>(G) Variable Title*</b>	NO  If YES, enter the title(s):
<b>(H) Number of Credits*</b>	Class Hours:37.5 (15 classes x 2.5 hours)  Lab Hours:0  Credits:3
<b>(I) Prerequisite(s)</b>	No prerequisites would be needed for the proposed course.
<b>(J) Co-requisite(s)</b>	<i>This means that another course must be taken in the same semester as the proposed course</i>  None

<p><b>(K) Additional Information</b></p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></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> <p>distance-education</p>
<p><b>(L) Recommended Class Size</b></p>	<p>YES</p> <p>Number (Enter Zero if No):20</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Other</p> <p>Explain (required):</p> <p>This maximum enrollment number would be necessary for proper monitoring and processing of activities involved in the course. It would optimize the instructor's ability to facilitate small-group activities, many of which would be integrated into the course when taught in a face-to-face format. In addition, this class size would assist the instructor in accommodating more individualized student learning.</p>
<p><b>(M) Catalog Description*</b></p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>This course examines the history, current literature, and neuroscience on 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.</p>
<p><b>(N) Student Learning Outcomes*</b></p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the history of the literature of creativity.</li> <li>2. Compare and discuss the fundamental points and conceptual models of creativity based on the current literature.</li> <li>3. Identify and utilize creative resources, including professional organizations and associations, in their professional work.</li> <li>4. Analyze and compare models of and approaches to creativity and creative problem-solving, including the <i>CPS Thinking Skills model</i>.</li> <li>5. Analyze difficulties facing educational and/or counseling systems in infusing creativity and innovation.</li> <li>6. Synthesize and integrate skills in professional creativity and creative problem-solving.</li> <li>7. Describe and evaluate the neuroscience of creativity.</li> </ol>

**(O) Brief Course Outline\***

*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*

*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.*

Module /Dates	Hours	General Topics	Assigned Readings (journal articles and professional readings)	Assigned Readings (text)	Important Notes
---	xxx	Orientation to course	See "Introduction" materials under D2L		This must be completed prior to starting the course. Submit Honor Code choice to Dropbox.
1	10	Introduction to creativity  History  Current state of research	See directions for Module 1 (under "content" on D2L)	chapters 1-2, 4-6, and 15; Appendix F (Sawyer)  chapter 1 (Isaksen et. al)	Quiz responses must be submitted by 5pm on Dec 22. (Quiz is on Sawyer chapters 1-2 & 4-6.)  "The interview" is due by 5pm on December 23.
Dec 18					<b>Note:</b> Winter term add/drop ends
2	5	Neuroscience of creativity	See directions for Module 2 (under "content" on D2L)	Chapters 9-10 (Sawyer)  [Note: Ch 9—read only pp. 157-top 166 and 175-182.]	Discussion Board #1: December 20-23
Dec 25		<b>No class</b>			
3	7	Creative thinking (different approaches and models)	See directions for Module 3 (under "content" on D2L)	chapters 11-14 (Sawyer)  chapters 4-6 (Isaksen et al.)	"Brain persuasion" is due by 5pm on December 26.  Discussion Board #2: December 24, 26-27
4	13	Models of creativity and creative problem-solving  Ideation tools	See directions for Module 4 (under "content" on D2L)	chapters 21-22 (Sawyer)  chapters 8-11 (Isaksen et al.)	<b>Note: There is no class on 1/1.</b>  Creative philosophy is due by <b>8am</b> on Jan 2  Discussion Board #3: January 3-7
5	4	Resources/ Professional associations  International/  Multicultural issues  Future of creativity	See directions for Module 5 (under "content" on D2)	Appendix C, D, & H (Sawyer)  chapter 12 (Isaksen et al.)	"Bring it home" is due by <b>8am</b> on Jan 7

**Rationale for Proposal**

**(P) Why is this Course Being Proposed?\***

- 1) No general graduate-level course on creativity/creative problem-solving (CPS) course exists at IUP;
- 2) A 2010 IBM study found that creativity was the top leadership quality needed for business leaders;
- 3) Undergraduate curricula offer little emphasis on CPS or creative thinking;
- 4) This topic is consistent with the University mission; and
- 5) Other institutions are increasingly recognizing this area as an academic area and developing graduate courses, certification programs, and Master's degree programs in creative thinking and CPS.

<p><b>(Q) 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>Regardless of the graduate area of study, students will be professional leaders of tomorrow. As such, they have likely have little prior background in creativity, creative problem-solving (CPS), or creative thinking. This course would serve as an elective course, delivered in either a traditional or distance education format, that would cover the foundations of creativity, the neuroscience behind creativity, various CPS models, and resources for use in both the workplace and their personal lives. This course has been offered as an EDUC 781 course in Winter Term 2014 and 2015 with enrollments of 7-8 people, and the feedback has been quite positive among participants.</p>
<p><b>(R) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p> <p>This course would be open to graduate students in all disciplines and not merely those enrolled in COE-ET graduate programs. The domain of creativity and creative problem-solving can enhance the professional skills and leadership of graduate students in all academic areas.</p>
<p><b>(S) Is a Similar Class Offered in Other Departments? *</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course would not only relate to the mission of the IUP, but it would also serve students across graduate disciplines (i.e. outside of the COE-ET). Graduate students are emerging leaders in their respective professional fields, and creative thinking and problem-solving are critical skills in their leadership development.</p>
<p><b>(U) Who is the Target Audience for the Course?*</b></p>	<p>Department Elective</p> <p>If Other, please explain:</p> <p>This course would serve as an elective course in a student's Master's degree program.</p>
<p><b>(V) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course would serve as an elective course for those students in Master's degree programs at IUP, regardless of the discipline. No prerequisite would be necessary for this proposed course.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>I have not formally addressed this course proposal with other departments, as I do not see a current overlap with any respective program /department. (I have not identified any similar graduate-level course on creativity and creative problem-solving in the Graduate Catalog.) This course has been offered as an EDUC 781 on two occasions (Winter 2014 and Winter 2015) and has drawn from various graduate programs.</p>

<b>(W) Attach Supporting Documents for Implications, if Necessary</b>	<p style="text-align: center;"><b>File      Modified</b></p> <hr/>
<b>(X) Are the Resources Adequate?*</b>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>No additional resources are needed for the delivery of this course in either a traditional or distance education format.</p>

## 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>	distance-education
<b>Course Prefix /Number</b>	GCOE/541
<b>Course Title</b>	Creativity and Creative Problem-Solving
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online

**Brief Course Outline**

*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*

*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.*

This course examines the history, current literature, and neuroscience on 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.

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**Rationale for Proposal (Required Questions from CBA)**

**How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?**

The instructor has taught this course in a distance education format in Winter Terms 2014 and 2015 under EDUC 781. He is the IUP Director of the Center for Creativity and Change and has presented regionally and internationally, including keynote addresses, on the topics of creativity and creative problem-solving.

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	Objective #	Objective	Evaluation of objective														
	1	Discuss the history of the literature of creativity.	Discussion board (class participation) Quiz (online) The interview (paper)														
	2	Discuss the fundamental points and conceptual models of creativity based on the current literature.	Discussion board (class participation) Quiz (online) The interview (paper) Creative philosophy (paper)														
	3	Identify and utilize creative resources, including professional organizations and associations, in their professional work.	Discussion board (class participation) Bring it home (paper)														
	4	Describe and compare models of and approaches to creativity and creative problem-solving, including the <i>CPS Thinking Skills model</i> .	Discussion board (class participation) Bring it home (paper)														
	5	Articulate difficulties facing educational and/or counseling systems in infusing creativity and innovation.	Discussion board (class participation) Bring it home (paper) Creative Philosophy (paper)														
	6	Develop and enhance skills in professional creativity and creative problem-solving.	Discussion board (class participation) Bring it home (paper)														
	7	Describe the neuroscience of creativity	Discussion board (class participation) Brain persuasion (paper)														
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<p>1) IUP email (l-mail) 2) D2L discussion boards 3) D2L news announcements 4) phone (if necessary)</p>																
<p><b>How will student achievement be evaluated?</b></p>	<p><u>A breakdown of the total course points follows:</u></p> <table> <tr> <td>The "do you know the basics?" quiz</td> <td>10</td> </tr> <tr> <td>Brain persuasion (paper)</td> <td>15</td> </tr> <tr> <td>The interview (paper)</td> <td>20</td> </tr> <tr> <td>Bring it home (paper)</td> <td>30</td> </tr> <tr> <td>Creative philosophy (paper)</td> <td>10</td> </tr> <tr> <td>Participation (three Discussion Boards)</td> <td><u>15</u></td> </tr> <tr> <td><b>TOTAL POINTS</b></td> <td><b>100</b></td> </tr> </table>			The "do you know the basics?" quiz	10	Brain persuasion (paper)	15	The interview (paper)	20	Bring it home (paper)	30	Creative philosophy (paper)	10	Participation (three Discussion Boards)	<u>15</u>	<b>TOTAL POINTS</b>	<b>100</b>
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Participation (three Discussion Boards)	<u>15</u>																
<b>TOTAL POINTS</b>	<b>100</b>																

<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p>Students must address an Honor Statement prior to starting the course, an example of which is below:</p> <p>John McCarthy, Ph.D. Honor Statement EDUC 781</p> <p style="text-align: center;"><b>Honor Statement</b></p> <p>I understand that the syllabus represents a contract between the professor of this course and myself. I have read the syllabus for this course and understand my expectations and the course policies, including those regarding grading, course participation, and academic integrity. I also understand that the professor has the right to alter the syllabus as dictated by the needs of the course. <b>By responding to this statement via an email to the instructor on D2L</b>, I affirm that I understand the course rules and policies and that I have been given the opportunity to ask questions. In your email to the instructor, <b>please indicate letter A or letter B below in your email to the instructor</b>. If you have any questions, please contact the instructor via the <a href="#">IUP email account</a>.</p> <p>A. I understand and COMMIT to abide by the policies set forth in the syllabus and course policies.</p> <p>Feedback: Welcome to EDUC 781. You may proceed through the course.</p> <p>B. I DO NOT COMMIT to abide by the policies set forth in the syllabus and course policies.</p> <p>Feedback: You have indicated that you do not agree with the course policies. You should contact your professor immediately with your questions or further guidance on how to proceed.</p>
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## Liberal Studies Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	
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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>



<b>Expected Undergraduate Student</b>	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i>
<b>Learning Outcomes (EUSLOs)</b>	<i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>

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

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

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	

	<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/> <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>
<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>

<b>For Deans Review</b>
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

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>