Course Change Request

Date Submitted: 01/26/18 3:48 pm

Viewing: **EPSY 431 : Personal Creativity and Giftedness**

Last edit: 01/29/18 9:02 am

Changes proposed by: gbyrns

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**Catalog Pages referencing this course**

- Department of Educational Psychology
- EPSY - Educational Psychology (EPSY)

**Programs referencing this course**

- MINOR-CRST: Creative Studies - Minor

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

*The proposed changes are part of a routine curriculum review.*

Course prefix  EPSY  Course number  431

Department  Educational Psychology

College/School  Education & Human Development

Academic Level  Undergraduate

Undergraduate course level justification (Select One)

- [ ] Academic Level (alternate)

  - Graduate

Effective term  2018-2019

Complete Course Title

- Personal Creativity and Giftedness

Abbreviated Course Title  PERSNL. CREATIVITY GIFTED

Catalog course description

- Personal giftedness and creativity and its innerrelativity with development, relationships, and learning.

Prerequisites and Restrictions

- Junior or senior classification.

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?

- No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

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In Workflow

1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer UG
4. ED Committee Chair UG
5. ED College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/26/18 4:42 pm  
   Shanna Hagan-Burke  
   (shaganburke):  
   Approved for EPSY  
   Department Head

2. 01/29/18 9:02 am  
   Sandra Williams  
   (sandra-williams):  
   Approved for Curricular Services Review

3. 02/01/18 9:55 am  
   Kristy Anderson  
   (kanderson):  
   Approved for ED Committee Preparer UG

4. 02/05/18 2:20 pm  
   Chris Cherry  
   (chrischerry):  
   Approved for ED Committee Chair UG

5. 02/05/18 2:21 pm  
   Chris Cherry  
   (chrischerry):  
   Approved for ED College Dean UG

6. 02/05/18 8:03 pm  
   Sandra Williams  
   (sandra-williams):  
   Approved for UCC Preparer

7. 03/05/18 8:34 am  
   Sandra Williams  
   (sandra-williams):  
   Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Semester: 3  
Credit Hour(s): 3  
Lecture: 3  
Lab: 0  
Other: 0  
Total: 3

Contact Hour(s) (per week):
Repeatable for credit?: No  
Three-peat?: No

CIP/Fund Code: 4228060004  
Default Grade Mode: Letter Grade(G)

Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes:
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The student learning outcomes for the online course are similar to the student learning outcomes for the face-to-face course. The program faculty have determined that the syllabi for face-to-face courses and online courses should mirror each other.

Hours:
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Credit Hours: The online section of this course has similar assignments and projects as the original face-to-face course and requires approximately 9 hours per week to complete the following: viewing of the presentation, reading the assigned readings, engaging in the online discussions, & completing the weekly application assignments and course projects. Interaction with the instructor as well as with other students is ongoing throughout the course.
Teaching Component: Class sessions are asynchronous. Students can access the content multiple times during the week as well as multiple times throughout the semester. The content portion of the class is not closed after the initial presentation time, but is continually available to the students. The content is provided through online PowerPoint presentations, videos, content application assignments and projects, and asynchronous class discussions.
Student Interaction & Feedback: All of the interactions: student-to-student and instructor-to-student are conducted through the eCampus platform. These interactions can be tracked on the discussion boards and through the comments on assignment and project submissions. Students are allowed three submissions on assignments and projects. After the first assignment attempt, the instructor provides constructive comments on how the assignment or project can be improved. The student makes the suggested changes and resubmits. This can be done a third time if necessary. Since there are 2-3 assignments or discussions each week of class, it is easy to track these contacts on eCampus.

Will this course be taught as a distance education course?
Yes  

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No
Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: EPSY 431 Online Syllabus.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments: Sandra Williams (sandra-williams) (03/05/18 8:34 am): UCC approved March 2018.

Reported to state? No
Instructor:
Hector Ramos, Ph.D.
Email: hreina@tamu.edu

You can contact me through the eCampus email system. I will check it daily.

Textbook:
The readings for this course are a collection of writings from various researchers in the field of creative thinking and giftedness. The readings can be found in the weekly module folders.

Course Purpose:
EPSY 431 is a study of personal giftedness and creativity and how it interrelates with development, relationships and learning.

Course Objectives:
1. To gain an understanding of the stages and processes experienced during the growth and development of a gifted and creative person.
2. To develop an understanding of the importance of developing one’s own creativity.
3. To become aware of the barriers to creative productivity.

Learning Outcomes:
1. Students will examine the elements of creative thinking through a written analysis to a variety of individual creativity challenges throughout the semester.
2. Students will be able to understand the principles of creativity at work as evidenced by a written responses to various readings by creativity researchers.

All assignments will be turned in on the dates they are due. Assignments turned in more than one week after the due date will receive half credit.
**Course Requirements:**

The assignments for this class are as follows:

**Reading Applications** -
There will be application assignments and discussion board postings throughout the semester that are designed to help you apply the information you are reading.  
*The application assignments will be worth 10 points.*

**Creative Thinking Activities** -
There will be regular activities designed to build your creative thinking skills.  
*Each of these will be worth 5 points.*

**Approaches to Creative Thinking (ACT)** -
There will be five ACT activities during the semester.  
*Each of these will be worth 15 points.*

1. Zoom-Re-Zoom  
2. “Noticer Activity”  
3. Three Hour Project  
4. Try Something New Week  
5. What’s Good About It?

**Final Project - “Creating Value”**
The final project will take place during the final week of class. *You can work alone or with a friend (even if they are not in this class).* The project guidelines will be unveiled during the middle of the week before the project is due. (30 points)

**Grading**

Reading Application Assignments ........................................ 70 points  
Creative Thinking Activities .................................................. 25 points  
ACT Activities ........................................................................ 75 points  
Final Project ............................................................................ 30 points

- Grade Formula -

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>280 - 200</td>
<td>A</td>
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<tr>
<td>259 - 279</td>
<td>B</td>
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<tr>
<td>138 - 258</td>
<td>C</td>
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<td>117 - 137</td>
<td>D</td>
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<td>116 and below</td>
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Special Information for our Students

"Students with Disabilities Act"

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in the Disabilities Services building at the Student Services at White Creek complex on west campus or call 979-845-1637". For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu)

“Academic Honesty”

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
<table>
<thead>
<tr>
<th>Module / Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>An introduction to creativity and giftedness</td>
<td>Readings: Giftedness: The View from Within Overexcitabilities</td>
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<td>May 29 - June 2</td>
<td>Giftedness &amp; development</td>
<td>Inside the Gifted Brain</td>
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<td>Gifted &amp; highly creative people: the</td>
<td>School-Hard Times, Easy As</td>
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<td>emotional side</td>
<td>Reading Application #1 &amp; #2</td>
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<td>ACT Activity #1 - “Zoom-ReZoom”</td>
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<td><strong>Week Two</strong></td>
<td>Creativity &amp; Thinking</td>
<td>Readings: Original Spin</td>
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<td>Creative Thinking &amp; the World of Work</td>
<td>Piercing the Veil of Creativity</td>
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<td>Create on Your Feet</td>
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<td><strong>Week Three</strong></td>
<td>Understanding change</td>
<td>Readings: Master Pattern for Change</td>
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<td>June 10 - June 16</td>
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<td>The 6 Myths of Creativity</td>
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<td>Creative Thkg Act #3</td>
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<td>ACT Activity #3 - “Three-Hour Project”</td>
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<td><strong>Week Four</strong></td>
<td>Thinking styles for optimum creative</td>
<td>Readings: The Whole Brain</td>
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<td>June 17 - June 23</td>
<td>thinking</td>
<td>What Creative People Do Right</td>
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<td>How AHA Really Works</td>
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<td>Reading application # 6</td>
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<td>Creative Thkg Act #4</td>
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<td>ACT Activity #4 - “Try Something New” Week</td>
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</table>
| Week Five          | Creative productivity & energy | Readings:  
|                   | Motivation & creative productivity | *The Context of Experience (FLOW)*  
|                   |                                  | *Motivation/Drive*  
| June 24 - June 29 |                                  | *A Theory of Cognitive Style*  
|                   |                                  | Reading application # 7  
|                   |                                  | Creative Thinking Act #5  
|                   |                                  | ACT Activity #5 - “What’s good about it”  
|                   |                                  | Final Project: Creating Value  

Last day to submit final project - July 3rd
References


