Course Change Request

Date Submitted: 02/08/18 11:20 am

Viewing: EPSY 432 : Creativity and Creative Problem Solving

Last edit: 02/13/18 8:40 am

Changes proposed by: gbyrns

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>
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</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
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</tbody>
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Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix          EPSY        Course number  432
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
- Creativity and Creative Problem Solving

Abbreviated Course Title
- CREATIVITY PROBLEM SOLV

Catalog course description
- Creativity research; historical background and application of the framework and tools of the Parnes/Osborn Creative Problem Solving Process.

Prerequisites and Restrictions
- Junior or senior classification.

Concurrent Enrollment
- No

Should catalog prerequisites / concurrent enrollment be enforced?
- No

Crosslistings
- No

Crosslisted With

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. 02/12/18 11:08 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/13/18 8:41 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 11:21 am
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
4. 02/14/18 4:14 pm
   Chris Cherry (chriscerry): Approved for ED Committee Chair UG
5. 02/14/18 4:14 pm
   Chris Cherry (chriscerry): Approved for ED College Dean UG
6. 02/15/18 8:24 am
   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/
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<td>Method of instruction</td>
<td>Lecture</td>
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
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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 to re-submit on assignments and projects. After the first assignment submission, the instructor provides constructive comments on how the assignment or project can be improved. The student makes the suggested changes and resubmits. 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

Yes
course?

This will be a required course or an elective course for the following programs:

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 432-700 Course Syllabus F 2018.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 regularly.

Textbook:

Course Purpose:
EPSY 432 is a study of the research, historical background and application of the framework and tools of the Parnes/Osborn Creative Problem Solving Process (CPS), and its place in the field of Creativity theory and research

Course Objectives:
1. To gain an understanding of the historical background and international impact of creativity and the Creative Problem Solving Process;
2. To build and understanding of the tools and techniques used within the framework of the Creative Problem Solving Process; and
3. To gain the experience and skills needed to apply the Creative Problem Solving Process to a variety of situations.

Learning Outcomes:
1. Students will be able to identify and apply key strategies of the CPS process as evidenced by a written description and reflection of real-life applications for key strategies.
2. Students will be able to use the entire CPS process as evidenced by a written description of applying the process to a problem of their choosing as well as a description of their thinking during the process application.

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.

Prerequisites and Restrictions: Junior or senior classification
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, currently located in the Disability 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.

“Students with Special Needs”

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

“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/
Learning Sciences Policy on Plagiarism and Other Academic Misconduct
(Adopted July 31, 2013)

TAMU Integrity Academic Statement and Policy

“An Aggie does not lie, cheat, or steal or tolerate those who do.” (http://aggiehonor.tamu.edu/)

You must properly acknowledge the sources of the words, ideas, and information you present in all course assignments, assessments, and other activities. Failure to do so constitutes plagiarism (Aggie Honor System: http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)

In all of your work in this course, you should use your own words to express your understanding whenever possible, being certain that you always give proper credit to the source. When you quote, paraphrase, or summarize another source, you must clearly indicate that you have done so following the rules and formats specified by APA (2010, pp. 169-174). In addition, you must avoid “paraphragarism,” (i.e., plagiarism via paraphrase, Gall, Gall, & Borg, 2007, p. 75), in which text from another source is used with only minor revisions.

For information about how to avoid plagiarism see:

Aggie Honor System Rules:
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Plagiarism, TAMU Library Guides:
http://guides.library.tamu.edu/content.php?pid=393112&sid=3221010

Avoiding Plagiarism, TAMU University Writing Center:
http://writingcenter.tamu.edu/for-faculty/teaching-writing/classroom-workshops/undergrad/plagiarism/

Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices; U.S. Department of Health and Human Services Office of Research Integrity:
http://ori.dhhs.gov/education/products/plagiarism/6.shtml

Avoiding Plagiarism Tutorial, McGraw-Hill:
http://highered.mcgraw-hill.com/sites/0072873469/student_view0/avoiding_plagiarism_tutorial/

How to recognize plagiarism, paraphrasing, Indiana University Bloomington School of Education:
https://www.indiana.edu/~istd/example1paraphrasing.html

All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures (http://aggiehonor.tamu.edu/). If a finding of plagiarism or other academic misconduct is reached, the student’s Chair or Temporary Advisor will be notified.

The range of possible penalties for such offenses ranges from mandatory ethics training with no penalty to expulsion from the program or university.
Course Requirements:

The assignments for this class are as follows:

**Reading Application Assignments** - There will be regular assignments related to the readings and strategies learned in class. They are designed to provide the student with an opportunity to increase their understanding of key elements of the readings and the CPS process.

*The application assignments will be worth 10 points each.*

**Creative Thinking Activities** - There will be several short activities designed to build your creative thinking skills as well as familiarity with the tools of the CPS process.

*The creative thinking activities will be worth 5 points each.*

**Mini-Applications** - There will be 4 applications of parts of the CPS process. After each application, the student will write a 2-3 page paper describing the use of the application and reflecting on the experience.

*The mini-applications will be worth 20 points each.*

**Project** -
There will be one major final project designed to assess your understanding of the application of the CPS (Creative Problem Solving process

*Start From Scratch Problem* - Choose a problem from your life or work where you want to apply the CPS process OR choose a problem from a group, business, etc that needs to be addressed. Make sure you are able to get the information needed to complete all steps in the process. Work through the process using the steps as discussed in class and in the text. Write a reflection on your process. You will submit the thinking that took place at each step and your reflection. Complete information will be provided on ecampus.

*The final project will be worth 75 points.*

**Grading:**

Reading Application Assignments ................................................. 90 points
Creative Thinking Activities .......................................................... 40 points
Mini-Applications ................................................................. 80 points
Final Project ........................................................................ 75 points

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<th>Score Range</th>
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<td>244 – 264</td>
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<td>Module / Week</td>
<td>Topic</td>
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| **Week One**  | Overview of (CPS) the creativity problem solving process. | Introduce yourself in the Class Forum  
Reading: chap 1  
Reading Application #1 |
| Aug. 26 - Sept. 1 | | |
| **Week Two**  | Generating & Focusing Guidelines  
Strategy: ALUo | Readings: chap 2  
Reading Application #2 |
| September 2 - 8 | | |
| **Week Three** | Constructing Opportunities  
Exploring Data - links  
Framing Problems  
Strategies: IWWMI...  
Criteria for Prob Statement | Reading Application #3  
Creative Thinking Activity #1 |
| September 9 - 15 | | |
| **Week Four**  | Framing Problems  
Strategies: Why? WSY?  
Ladder of Abstraction  
Verb (Word) Dance | Readings: Chap 3  
Reading Application #4  
Creative Thinking Activity #2 |
| September 16 - 22 | | |
| **Week Five**  | Brainstorming  
Generating Tools  
Strategies: fluency, flexibility, originality, elaboration, Brainstorming w/"Post-Its", Attribute Listing, Morphological Matrix | Readings: Chap 4  
Reading Application #5  
Creative Thinking Activity #3 |
| September 23 - 29 | | |
| **Week Six**  | Brainstorming  
Generating & Focusing Tools  
Strategies: Brain Writing, Forced Fitting, SCAMPER, VIR, Imagery Trek, Sorting Options | Reading Application #6  
Mini-Application #1 |
| Sept. 30 - Oct. 6 | | |
| **Week Seven** | Generating Ideas  
Criteria Development  
Solution Modification  
Strategies: PCA, Evaluation Matrix | Readings: Chap 5  
Mini-Application #2 |
<p>| October 7 - 13 | | |</p>
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<tr>
<th>Week Eight</th>
<th>Building Acceptance</th>
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<td>October 14 - 20</td>
<td>Plan of Action</td>
<td>Reading application # 7</td>
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<td>Strategies: Assisters/Resisters, Implementation Checklist</td>
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<tr>
<td>October 21 - 27</td>
<td>Appraising the Task</td>
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<td>Using CPS</td>
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<td>Strategies: SML, Effects Wheel</td>
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<td>Oct. 28 - Nov. 3</td>
<td>Ownership</td>
<td>Reading Application #8</td>
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<td>Strategy: “I” Check</td>
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<td>“Start from Scratch” Problem Solving Project</td>
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**Final Project due December 8th - 11:59 pm.**
References


