Course Change Request

Date Submitted: 02/08/18 11:22 am

Viewing: EPSY 624 : Creative Thinking

Last edit: 02/13/18 8:48 am
Changes proposed by: gbyrns

Catalog Pages referencing this course
- Department of Educational Psychology
- EPSY - Educational Psychology

Facility 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>
</tr>
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Rationale for Course
Edit

The proposed changes are part of a routine curriculum review.

Course prefix       | EPSY   | Course number | 624
Department          | Educational Psychology
College/School      | Education & Human Development
Academic Level      | Graduate
Academic Level (alternate) | Undergraduate
Effective term      | 2018-2019

Complete Course Title
Creative Thinking

Abbreviated Course Title
CREATIVE THINKING

Catalog course description
Development of personal creativity across fields of endeavor; analysis of creative potential, including psychometric assessment; experience of methods for stimulating creative processing and productivity.

Prerequisites and Restrictions
Approval of department head.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Approval Path
1. 02/12/18 11:10 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/13/18 8:48 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 3:48 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:53 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:15 pm
   Lalhesa Johnson (ljohnson): Approved for GC Chair
<table>
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<tr>
<th>Semester</th>
<th>3</th>
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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 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 No**

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. **Yes No**

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

Will classroom space be needed for this course? **Yes**

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

Syllabus:  Upload syllabus

Upload syllabus  EPSY 624-700 Course Syllabus F 2018.pdf

Letters of support or other documentation
No

Additional information

Reviewer Comments

Reported to state?
No
COURSE OUTLINE and SYLLABUS
FALL 2018
EPSY 624-700: Creative Thinking

Instructors:
Joyce E. Juntune, Ph D.
Email: j-juntune@tamu.edu

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

Textbooks:
Csikszentmihalyi, M. (2013). Creativity: The psychology of discovery and invention


Course Purpose:
This course is designed to provide a comprehensive understanding of the development of personal creativity across fields of endeavor; analysis of creative potential, including psychometric assessment; experience of methods for stimulating creative processing and productivity, and how creativity plays out in individual lives and circumstances.

Course Objectives
1. To gain an understanding of the basic principles of creativity
2. To explore ways to stimulate creative processing and productivity.
3. To gain an understanding of how creativity is developed on a personal level.

Learning Outcomes
1. Students will gain insight into the multiple views of creativity as evidenced by a written weekly reflections and summaries of related research articles.
2. Students will develop an understanding of personal creative development as evidenced by the oral and written summary of their efforts to strengthen creative outlets across the course of the semester.
3. Students will probe into the various ways creativity manifests itself in people through the written responses to the readings and discussions.

Prerequisites and Restrictions: Graduate level or Approval of department head
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

“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#HonorSystemRules

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:

**Think & Reflect** - There will be regular Think & Reflect assignments based on the readings and how they apply to your personal and/or professional life.  
*Each Read & Reflect will be worth 10 points.*

**Application Assignments** - There will be regular assignments designed to increase your understanding of the content and to apply the strategies explored during the semester.  
*Each Application Assignment will be worth 15 points.*

**Discussion Postings** - There will be periodic discussion postings designed to learn about the views and thoughts of your classmates.  
*Each Discussion Post is worth 5 points.*

**Mini-Projects** - There will be three different mini-projects.  
*Each Mini-Project is worth 30 points.*

**Search N Find** - Find and share research articles about creativity and innovation in your area of interest.

**Creativity Idea Journal** - This is an opportunity to learn about your own best creative thinking times and places.

**Creativity Life Map** - Create a life map of your past, present and future creativity. The purpose of this project is to represent the circumstances, people, and experiences, etc. in your life that have contributed and will contribute to your creative growth and development.

**Personal Creative Outlet Project** - Try a new outlet for your creativity OR deliberately apply creativity into an area of your life in a way that pushes you to try new things or into new experiences.  
*This project is worth 50 points.*

**Grading:** Grades will be calculated according to the following:

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<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Think &amp; Reflect</td>
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<td>Assignment Applications</td>
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<td>Discussion Postings</td>
<td>25</td>
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<tr>
<td>Mini-Projects</td>
<td>90</td>
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<tr>
<td>Personal Outlet Project</td>
<td>50</td>
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</table>

A = 340 - 365 points  
B = 314 - 339 points  
C = 289 - 313 points  
D = 262 - 263 points  
F = 261 and below
<table>
<thead>
<tr>
<th>Module / Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Creative Thinking - Setting the Stage - Choosing Creativity</td>
<td>Discussion Post #1 - Introduce yourself Assignments</td>
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<tr>
<td>Week Two</td>
<td>Where Is Creativity? Step One: ASK</td>
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<td>Week Three</td>
<td>The Creative Personality Step Two: LEARN</td>
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<td>Week Four</td>
<td>The Work of Creativity Step Three: LOOK</td>
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<td>Week Five</td>
<td>The FLOW of Creativity Step Four: PLAY</td>
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<tr>
<td>Week Six</td>
<td>Creative Surroundings Step Four: PLAY con’t</td>
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</table>
| Week Seven  | The Early Years  | Readings: *Creativity* - pg. 151 - 182  
Zig Zag - pg. 129 - 152  
Discussion Post #3  
Think & Reflect - #6  
Application Assignment - #5 (THINK) |
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<td>October 7 - 13</td>
<td>Step Five: THINK</td>
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| Week Eight  | The Later Years  | Readings: *Creativity* - pg. 183 - 210  
Think & Reflect - #7  
Mini-Project #2 - Creative Idea Journal |
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<td>Step Five: THINK, con’t</td>
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| Week Nine  | Creative Aging  | Readings: *Creativity* - pg. 211 - 233  
Zig Zag - pg. 153 - 172  
Think & Reflect - #8  
Application Assignment - #6 (FUSE) |
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| Week Ten  | The Domain of the Word  | Readings: *Creativity* - pg. 237 - 264  
Discussion Post #4  
Think & Reflect - #9 |
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<td>Oct. 28 - Nov. 3</td>
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| Week Eleven  | The Domain of Life  | Readings: *Creativity* - pg. 265 - 290  
Zig Zag - pg. 173 - 194  
Application Assignment - #7 (CHOOSE)  
Think & Reflect - #10 |
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<tr>
<td>November 4 - 10</td>
<td>Step Seven: CHOOSE</td>
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| Week Twelve  | The Domain of the Future  | Readings: *Creativity* - pg. 291 - 316  
Zig Zag - pg. 195 - 214  
Mini-Project #3 - Creative Life Map |
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| Week Thirteen  | The Making of Culture  | Readings: *Creativity* - pg. 317 - 342  
Think & Reflect - #11  
Application Assignment - #8 (MAKE) |
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<td>Week Fourteen</td>
<td>Enhancing Personal Creativity</td>
<td>Readings: <em>Creativity</em> - pg. 343 - 372</td>
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<td>Nov. 25 - Dec. 1</td>
<td>Conclusion of Steps</td>
<td><em>Zig Zag</em> - pg. 215 - 228</td>
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Discussion Post #5  
Think & Reflect - #12  

**Personal Creative Outlet Final Project is due Dec. 8th @11:59 pm.**

Last day to submit assignments & projects is December 8th @ 11:59 pm.
References


