THE FACULTY SENATE
July 22, 2003

MEMORANDUM

TO: President Robert M. Gates

SUBJECT: Special Consideration - College of Education (FS.21.21)

At its regular meeting on July 14, 2003, the Faculty Senate approved the following curriculum item from the University Curriculum Committee and submits it for your approval. Attached is a copy of the material sent to our Senators.

College of Education and Human Development
Department of Educational Psychology
Certification in Creative Studies

Thank you for your time and consideration. Please inform me of your action on this matter.

Martha Louder
Speaker, 2003-2004

Attachment

cc: Dr. David B. Prior
    Dr. Karen Watson
    Dr. Jane Conoley
    Ms. Linda Lacey
    Dr. Mary Jo Richardson

Approved:

Ray M. Bowden, President

FAX to Barbara West
Karen Price

January 23, 2004

Date
April 10, 2003

To: Jane Conoley
   Dean, College of Education and Human Development

James Kracht
Chair, Undergraduate Curriculum Committee

Douglas Palmer
Chair, Department of Educational Psychology

Victor Willson
Program Chair, Educational Psychology Foundations

From: William Nash and Joyce Juntune
Intelligence, Giftedness, and Creativity Specialization

Re: Certificate in Creative Studies

One of the goals of the newly established Institute for Applied Creativity is to strengthen our course offerings in the area of creativity to both our undergraduate and graduate level students. As a part of this process, it is important to develop a certificate in creative studies which will appear on a student’s transcript and be one of the selling points for future employment. It is also important to offer a specific program to non-degree status students who would like to build skills and expertise in the area of creativity.

The following proposal for an undergraduate and graduate certificate in Creative Studies has been developed by the program for Intelligence, Giftedness, and Creativity. It was approved by the Educational Foundations faculty at their March meeting. We would now like to request approval of this certificate at a department and university level.

Tabled 5/2/03 at UCC
Undergraduate Certificate in Creative Studies

The goal of the undergraduate Certificate in Creative Studies is to provide a high quality program that will produce graduates with a solid background in creativity and the skills to make innovative connections across disciplines that result in deeper insights and new understandings. Graduates will have a greater understanding of their own creativity and be qualified to lead work teams in education and the corporate world as well as civic and community groups in bringing about change and developing creative solutions to problems.

Undergraduate Level Certificate – 12 credits

Students will be required to take 3 credits in a theory course, 3 credits in a personal creativity course and 3 credits in a creative strategies course. For the remaining 3 credits, the student will have the choice of taking an extra course in any one of the three required areas.

Theory of Creativity
ENDS 101 Design Process
PSYC 489 Special Topics in Creative Theory & Research

Personal Creativity
EPSY 489 Personal Creativity and Giftedness

Creative Thinking Strategies
EPSY 489 Creativity and Creative Problem Solving
EPSY 489 Lateral Thinking
Further information concerning the certificate in Creative Studies—

In July of 2002, The Board of Regents approved an Institute of Applied Creativity. During the 2002 – 2003 academic year, a group of key individuals including:
- the Dean of the College of Education (where the Institute is housed),
- the Department Head for the Department of Educational Psychology (where the graduate courses in creativity originate),
- faculty members from the Department of Educational Psychology and the College of Architecture (who are presently teaching courses in creativity)

have been meeting regularly to put into place a more formalized program in the area of applied creativity. One of the initiatives coming from this effort was a focus on developing coursework in the undergraduate level to augment the courses and program focus already in place at the graduate level. The first step in this process is the establishment of a certificate program in creative studies at the graduate and undergraduate level. The certificate program brings organization to the coursework and allows individuals who are not interested in an educational psychology degree with a focus in creative studies to still leave Texas A&M with an organized and recognized set of coursework that prepares them to apply creative thinking within their work and community settings.

Creativity is becoming the focus of many corporations, health care organizations, and K-12 schools. In the original proposal to the Board of Regents the following paragraph appeared as part of an explanation for the establishment of an Institute for Applied Creativity.

"Creativity and the production of knowledge are the currency of the new millennia. To be viable in the future, our students and the citizens of the State of Texas will have to produce knowledge as individuals and within teams to create jobs at an unprecedented rate. It is estimated that one third of the jobs that will be available in the world in 2012 have not been invented yet. Texas will be competing globally to develop the leaders and pioneers of the new millennia. It is imperative, as educators, that we prepare our graduates to face the changing world by making them well prepared for creative endeavors. With the establishment of the Institute for Applied Creativity, Texas A&M University will take the lead in developing individuals capable of creating and producing new knowledge."

It is important to set our students apart as having credentials in the field of creativity so that they will be able to take on leadership positions in corporations and non-profit agencies. The field of creativity (under the direction of the Creative Education Foundation in Massachusetts) is presently in the process of establishing standards and requirements that can be used by corporations and agencies needing to recognize various levels of expertise within the field of creativity. Part of that process will be the requirement of certificates in creative studies. Dr. Joyce Juntune, from the Department of Educational Psychology, is serving on the National Certification Task Force that will
provide guidance in this area. The establishment of a certificate at Texas A&M puts us into the leadership position in this area.

LINK to EPSY---

The Department of Educational Psychology is leading the effort in this area because this is where the graduate courses in creativity and the graduate program focus in creativity presently resides. There is a cross-college research group that has been meeting this year with the goal of collaborative research in the area of creativity. Some of the members of this group teach courses on creativity within their colleges. However, only a few of them were willing at this point to allow students from other departments to enroll in their courses. The certificate course listings represent the courses that would be open to students from any department on campus. It is expected that more courses will be added in the future as more courses become open to more students.

489 courses---

During efforts to organize and formalize the coursework this year, we noticed gaps in the course offerings. The 489 courses were designed to fill these gaps. The syllabi of two of the courses are attached. The third course will be available by mid-June. The PSYC 489 (taught by Dr Steve Smith) has been taught several times and has already been passed each time by the curriculum committee. He does not teach it every semester so it has not yet received a regular course number.
TEXAS A&M UNIVERSITY  
College of Education  
Department of Educational Psychology  

COURSE OUTLINE and SYLLABUS  
EPSY 489: Personal Creativity and Giftedness  

Instructors:  
Dr. Joyce E. Juntune  
Office 704H Harrington  
Office phone: 845-1873  
e-mail: j-juntune@tamu.edu


Selected readings from other professional works.

Course Purpose: 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 build an understanding of the interrelationship of levels of giftedness and creativity with human development.

3. To develop an appreciation for the perspective of a gifted and creative person on learning and life issues.

4. To become aware of the difficulties encountered by gifted and creative people in the education and work arenas.

Prerequisites: Junior or Senior Classification
Course Requirements:

Attendance - Attendance is required and necessary for your understanding of the material; as well as, to gain feedback on course assignments. Attendance requirements will follow the guidelines for attendance set forth by Texas A&M University. Your attendance grade will also be determined by your completion of reading assignments and participation during in-class assignments.

Literature Analysis Paper - Each student will be asked to conduct a basic literature review of sources related to a particular area of interest within the field of giftedness and creativity. As a result of this research, each student will complete a 5-7 page (1500-2100 word) paper that is a synthesis of your understanding of the research information. The paper will require adherence to the APA Style format.

In-depth study of a gifted/creative person - Each student will be study the life of a gifted/creative person. This person can be someone you know, yourself, or a person you can learn about through reading a biography or autobiography. The purpose of this assignment is to identify the elements of giftedness and creativity covered during the course and find examples of ways this person’s life aligned with the topics covered in the course. The findings will be provided to the class in the form of a chart, PowerPoint presentation, poster, or visual means of your choosing.

Reflection Journal - Beginning the first day of class, each student is to keep a journal in which s/he can record questions/thoughts regarding giftedness and creativity. These questions or thoughts might arise as a result of course readings, class discussions, or during times of incubation. Students will be asked periodically to share some of their questions of thoughts with the class. Some of your reflections will be private. You will not be asked to share thoughts that are very personal to you.

Assignments Due Dates and Grading:

Attendance & Reading Synthesis Assignments .................. 15%
In-depth Study of Gifted/Creative Person .................... 30%
Literature Analysis Paper ........................................ 30%
Reflection Journal ............................................... 15%
WebCT:

This course will rely on WebCT and e-mail for communication outside the classroom, as well as for the submission of certain assignments. Make sure that you are familiar and comfortable with the use of WebCT.

- 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 the Office of Support Services for Students with Disabilities in Room 126 of the Student Services building. The phone number is 845-1637."

- 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."

- 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.
COURSE SYLLABUS:

WEEK 1

Session 1
An introduction to creativity and giftedness.
Purpose for studying giftedness and creativity.

Session 2
Emotional development of gifted and creative people
Identifying overexcitabilities in gifted and creative people

Assignment:
  • Read: (special reading) SILVERMAN - The Gifted Individual, from Counseling the Gifted and Talented

WEEK 2

Session 1
What makes a person gifted?

Assignment:
  • Read: STREZNEWSKI - chap 1

Session 2
How does the gifted brain work?

Assignment:
  • STREZNEWSKI - chap 2

WEEK 3

Session 1
The tangling of giftedness and creativity
Feldman’s gambit
Csikszentmihalyi’s Big C and little c

Assignment:
  • Read: PIIRTO - chap 1, pg. 1-18

Session 2
Creative people and creative products
The domains of creativity

Assignment:
  • Read: PIIRTO - chap 1, pg. 19-42

Be sure to choose the person you will focus on for your in-depth study this semester.
WEEK 4

Session 1
Masking your giftedness and creativity

Assignment:
- *STREZNEWSKI* - chap 3

Session 2
The role of the family in the blossoming of giftedness and creativity

Assignment:
- *STREZNEWSKI* - chap 4

WEEK 5

Session 1
The role of formal education in the blossoming of giftedness and creativity

Assignment:
- *STREZNEWSKI* - chap 5

Session 2
The differences in home and school support for giftedness and creativity

Assignment:
- Bring examples from your “in-depth person” study that illustrate positive and/or negative influences from the home and school

WEEK 6

Session 1
Giftedness and creativity—children to young adults

Assignment:
- *STREZNEWSKI* - chap 6

Session 2
The desire for challenging and meaningful work

Assignment:
- *STREZNEWSKI* - chap 7
WEEK 7

Session 1
Traditional theories of the creative process

Assignment:
• Read: PIIRTO – chap 2, pg 43 - 53

Session 2
Newer theories of the creative process

Assignment:
• Read: PIIRTO – chap 2, pg 54 - 76

WEEK 8

Session 1
Mixing the new and the old creative processes
What works when and it which situations

Assignment:
• Find examples of the creative process at work

Session 2
Examining your own creative processes

Assignment:
• Try a creative process this week that is new to you. Share you experience with the class.

WEEK 9

Session 1
Creativity in the visual domain

Assignment:
• Read: PIIRTO – chap 5, pg 131 - 147

Session 2
Studies of visual artists

Assignment:
• Read: PIIRTO – chap 5, pg 148 - 170
WEEK 10

Session 1
Creativity in the semantic domain

Assignment:
  • Read: *PIIRTO* - chap 6

Session 2
Studies of creative writers

Assignment:
  • Read: *PIIRTO* - chap 7

WEEK 11

Session 1
Creativity in the math/science domain

Assignment:
  • Read: *PIIRTO* - chap 8, pg. 225 – 243

Session 2
Studies of creative mathematicians and scientists

Assignment:
  • Read: *PIIRTO* - chap 8, pg 244 - 262

WEEK 12

Session 1
Creativity in the domain of music

Assignment:
  • Read: *PIIRTO* - chap 9

Session 2
Creativity in the domain of physical performance

Assignment:
  • Read: *PIIRTO* - chap 10
WEEK 13

**Session 1**
The difficulties faced by creative and gifted people

Assignment:
- Read: *STREZNEWSKI* - chap 8

**Session 2**
The need for networks among gifted and creative people

Assignment:
- Read: *STREZNEWSKI* - chap 9

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WEEK 14

**Session 1**
Understanding the bigger picture

Assignment:
- Come prepared to share insights from your literature analysis

**Session 2**
The value of being gifted and creative

Assignment:
- Read: *STREZNEWSKI* - chap 12
References


TEXAS A&M UNIVERSITY  
College of Education  
Department of Educational Psychology  

COURSE OUTLINE and SYLLABUS  
EPSY 489: Creativity and Creative Problem Solving

Instructor:

Dr. Joyce E. Juntune  
Office: 704H Harrington  
Office phone: 845-1873  
e-mail: j-juntune@tamu.edu

Textbooks:  
Dubuque, IA: Kendall/Hunt Publishing.

Parnes, S. J. (1997). Optimize the magic of your mind  

Selected readings from other professional works.

Course Purpose:  
A general study of the emerging field of creativity research.  
As well as a specific study of the historical background and  
application of the framework and tools of the  
Parnes/Osborn Creative Problem Solving Process.

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 an understanding of the tools and techniques used within the  
framework of the Creative Problem Solving Process.

3. To develop an appreciation for the current issues and applications  
addressed by the Creative Studies scholars.

4. To gain the experience and skills needed to apply the creative Problem  
Solving Process to a variety of situations.

Prerequisites:  
Junior or Senior Classification
Course Requirements:

- **Attendance** - Attendance is required and necessary for your understanding of the material; as well as, to gain feedback on course assignments. Attendance requirements will follow the guidelines for attendance set forth by Texas A&M University. Your attendance grade will also be determined by your completion of reading assignments and participation during in-class assignments.

- **Literature Analysis Paper** - Writing is necessary for a more successful organization of the knowledge that has been gained as well as produced as a result of the course material. Each student will be asked to conduct a basic literature review of sources related to a particular area of interest within the field of creativity. As a result of this research, each student will complete a 5–7 page (1500–2100 word) paper that is a synthesis of your understanding of the research information. The paper will require adherence to the APA Style format.

- **Facilitation Project** - Each student will be expected to facilitate a Creative Problem Solving Session with a group of people familiar to the student. It is recommended that this group be limited to 5–7 people. The purpose of this project is to facilitate the entire CPS process with a group of people who are not familiar with the process. The problem must be owned by at least one person in the group, but all group members should be interested in the problem’s outcome. A written debrief/reflection of the session will be turned in following the session. The written debrief is to include (1) a detailed summary of what happened during each stage of the CPS Process, and (2) reflections (and suggestions for improvement) of your facilitation skills with regards to the CPS Process.

- **Creativity Learning Journal** - Beginning the first day of class, each student is to keep a journal in which s/he can record questions/thoughts regarding creativity. These questions or thoughts might arise as a result of course readings or during incubation periods such as taking a shower. This journal will serve as the backbone for your implicit theory or theories that you formulate during the semester. Each student should have at least 3 entries per week.

- **Implicit Theory Paper** - As the Knowledge Age approaches production of new knowledge will become the determining factor of a person’s success. To produce new knowledge one must have a personal understanding of what creativity means to them. Without any assistance from literary sources, other people, or personal notes, each student will be asked to complete a paper that explains a particular theory that has been personally formulated by you with relation to the field of creativity research. This paper will have a time limit and must be at least 300 words long. There will be no maximum length requirements.
Grading:

Attendance .................................................. 20%
Facilitation Project ........................................ 25%
Literature Analysis Paper ................................. 20%
Creativity Learning Journal ............................... 10%
Implicit Theory Paper ...................................... 25%

WebCT:

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**COURSE SYLLABUS:**

**WEEK 1**

**Session 1**
An introduction to the understanding of creativity through the 4Ps.

Assignments:
- Read: **DAVIS** - pp. 39 – 49 (stop at Classic Theories of Creativity)
- Formulate your personal definition of creativity and bring to next class

**Session 2**
Exploring everyone’s personal definitions of creativity.
Understanding implicit theories of creativity.
Warm-up exercise to creative process.

Assignments:
- Read: **DAVIS** - pp. 49 – 63 and pp. 113 – 132
- Read: **PARNES** - pp. 1 – 8 "An overview"

**WEEK 2**

**Session 1**
Class discussion on the creative process.
Revisiting the warm-up exercise from the previous class.
Understanding that every problem has multiple solutions.
Specifically understanding the framework of the Creative Problem Solving (CPS) Process.

Assignments:
- Read: **DAVIS** - pp. 19 – 31
- Read: **PARNES** - pp. 44 – 54 “How do we overcome our blocks?”

**Session 2**
Class discussion on barriers, blocks, and idea squelchers.
Understanding the very important phrase “Defer Judgment”.
Exploring the guidelines to Divergent Thinking.

Assignments:
- Read: **PARNES** - pp. 55 – 65 “Completing the creative process – From ideas to action!”
- Incubate and synthesize the information you have gained thus far
- Don’t forget about your Creativity Journals
- Begin research on **Literature Analysis Paper**
WEEK 3

Session 1
Understanding Convergent Thinking.
Why must we converge for CPS to work?
Exploring the guidelines to Convergent Thinking.

Assignments:
- Read: *DAVIS* - pp. 73 - 105

Session 2
Class discussion: “Are all people creative.”
Understanding your own creative attributes.
Revisiting the CPS Process Framework for next week.

Assignments:
- Read: *PARNES* - pp. 66 - 71 “Warming up to the full process”

WEEK 4

Session 1
Understanding the importance of using Warm-Ups before using the CPS Process.
Exploring what kind of warm-ups work best.

Assignments:
- Read: *PARNES* - pp. 72 - 89 “How about a stretch through the process?”
- Practice the process using a personal challenge as you read the text and bring write-up to next class

Session 2
Class discussion of material covered during last class.
Exploring the CPS Framework even further.
Breaking it down step by step.
Seeing the process in action.

Assignments:
- Read: *DAVIS* - pp. 167 - 187

WEEK 5

Session 1
Understanding and practicing tools for Divergent Thinking.
Specific exploration of Divergent Thinking Tools that can be used in the CPS Process.

Assignments:
- Dig deeper into research for *Literature Analysis Paper*
Session 2
Understanding and practicing tools for Convergent Thinking. Specific exploration of Convergent Thinking Tools that can be used in the CPS Process.

Assignments:
- Read: PARNES - pp. 90 – 110
- Practice the process again using another personal challenge and bring write-up to next class

WEEK 6

Session 1
Understanding Task Analysis Process.
Digging deeper into the Mess-Finding Stage and the Fact-Finding Stage.
Practicing Task Analysis Process in class with a partner.

Session 2
Digging deeper into the Problem-Finding Stage.
50% of solving a problem is knowing that you are solving the "right" problem.

Assignments:
- Dig deeper into research for Literature Analysis Paper

WEEK 7

Session 1
Digging deeper into the Idea-Finding Stage.
Why use CPS to generate ideas?

Session 2
Digging deeper into the Solution-Finding Stage.
Exploring the difference between a good idea and a good solution.

Assignments:
- Finalizing the Literature Analysis Paper
- Literature Analysis Paper Due Next Class

WEEK 8

Session 1
Literature Analysis Paper Due Today.
Digging deeper into the Acceptance-Finding Stage.
Understanding the CPS Process doesn't work without proper communication of solutions.

Assignments:
- Read: DAVIS - pp. 1 – 13
- Begin searching for a client and resource group for Facilitation Project
Session 2
**Guest Lecture:** Dr. Don Sweeney - Professor: Department of Landscape Architecture and Urban Planning. Lecture Title “Self-actualization”.

**WEEK 9**

**Session 1**
Seeing a facilitator in action.
In-class CPS Session with a real client.

Assignments:
- Read: *PARNES* – pp. 111 – 144

**Session 2**
Becoming a facilitator.
Performing Task Analysis with classmate as client.
Understanding the Facilitator Tool-Kit.
Understanding the Process Buddy.

Assignments:
- Read: *PARNES* – pp. 145 -154
- Begin preparations for *Facilitation Project* (i.e. perform Task Analysis with client and begin Process Planning.)

**WEEK 10**

**Session 1**
In-class facilitations and debrief of CPS Process.

**Session 2**
In-class facilitations and debrief.
Discussion – How the understanding of creativity differs within disciplines

**WEEK 11**

**Session 1**
In-class facilitations and debrief.

**Session 2**
In-class facilitations and debrief.
Discussion – How the understanding of creativity differs within cultures

**WEEK 12**

**Session 1**
How to debrief after a real CPS Session.
**Session 2**  
**Guest Lecture:** Rodney Hill - Professor: Department of Architecture. Lecture Title “Creation of New Knowledge.”

**Assignments:**  
- **Facilitation Project Due Next Class**

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**WEEK 13**

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**Session 1**  
**Out-of-Class Facilitation Project Due Today.**  
What is an Implicit Theory of Creativity.

**Assignments:**  
- Read: *Mark A. Runco* article: “Implicit Theories” – From *Encyclopedia of Creativity.*

**Session 2**  
Facilitation Project Debrief.  
Discuss **Implicit Theory Paper**

**Assignments:**  
- Close down Creativity Thinking Log  
- **Creativity Thinking Log Due Next Week**

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**WEEK 14**

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**Session 1**  
Lecture “Third Culture Semantics”.

**Assignments:**  
- **Implicit Theory Paper Due**

**Session 2**  
**Creativity Thinking Log Due Today.**  
Synthesis of past learning.
References


