
Absent: D. Chevan, K. O’Brien

Call to Order: 9:35am

Revised Course Proposal
ENG 492 – Teaching Literature to Adolescents
ENG 493 – Secondary School (English)
   Motion to Approve: (M. Archambault, 2nd J. Chandler)
   Vote: 14-0-0

BIO 296 – Genomics I
BIO 386 – Genomics II
   Motion to Approve: (M. Archambault, 2nd J. Chandler)
   Vote: 15-0-0

BIO 393 – Introduction to Bioinformatics
   Motion to Approve: (M. Archambault, 2nd M. Fisher)
   Vote: 15-0-0

PSY 361 – Industrial and Organizational Psychology
   Motion to Approve: (J. Chandler, 2nd J. Ashchenbach)
   Vote: 15-0-1

CSC 152 – CSI: Programming Fundamentals
CSC 212 – CS2: Data Structures
   Motion to Approve: (R. Glinka, 2nd D. Jayawickreme)
   Vote: 16-0-0

THR 122/COM 122 –
   Motion to Approve: (R. Glinka, 2nd M. Skinner)
   Vote: 16-0-0

New Course Proposals
ECO 110 – Social Issues and Economic Thinking **TI/CT
FIN 200 – Critical Thinking in Finance **T1/CT
   Motion to Approve pending clarification: (R. Engel, 2nd M. Fisher)
   Vote: 16-0-0
ACL 230 – Creative Problem Solving (as a course Not LEP Approved)
ACL 390 – American Studies and Civic Leadership Symposium (as a course Not LEP Approved)
ACL 490 – American Studies Civic Leadership Capstone
ACL 497 – Internship
  Motion to approve as a course: (R. Engel, 2nd M. Fisher)
  Vote: 16-0-0

ACL 390 – American Studies and Civic Leadership Symposium **T3/MB
  Motion to approve LEP Addendum
  Vote: 16-0-0

Revised Program Proposals
BS English (7-12) – Secondary Education
  Motion to Approve: (M. Fisher, 2nd M. Skinner)
  Vote: 16-0-0

Departmental Minor
Philosophy: MINOR_Science, Values and Society
  Motion to Approve: (M. Fisher, 2nd J. Chandler)
  Vote: 16-0-0

I. Adjournment

Paper Ballot Vote:
ACL 230 – Creative Problem Solving **T3/CD
  Motion to approve LEP addendum (M. Hartog, 2nd B. Carrigan)
  Vote: 3-7-0

** Classified as LEP courses
UNDERGRADUATE CURRICULUM FORUM
NEW COURSE PROPOSAL – SIGNATURE SHEET

See New Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

Box 1 – Contact Information

Subject Code: ACL  Course Number: 230  (Verify Availability of the Number with Registrar)
Title: Creative Problem Solving
Department: American Studies Civic Leadership
Contact Person: Troy Paddock
Phone Ext.: 25639
Email: Paddockt.l@SouthernCT.edu
DCC Votes: For: Against: Abstentions:
Department Votes: For: Against: Abstentions:

Box 2 – Department Signatures

DCC Chair: Date DCC approved: 4/16/17
Dept. Chair: Date Dept. Chair approved: 4/16/17

Box 3 - Notification

List other departments (use dept. code) affected by this proposal. Include in Appendices section the email/memo(s) of notification from your department and acknowledgement(s) of notification from the affected department(s).
List of department(s)
No departments are affected: ☑

UCF Use Only: Date the completed proposal (with necessary attachments) was received in UCF Office:
Standing Committee Chair: Date Approved:
UCF Chair: Date UCF Approved:

Provost Use Only

Effective Term:  Fall: ☐ Year:
Provost or Designee: Date Approved:

Date UCF Received Final Approval:
Subject Code: ACL  Course Number: 230 (Check with Registrar for availability of numbers)

Title: Creative Problem Solving

(If more than 29 characters, provide Transcript Title)

Transcript Title (max 29 characters): Creative Problem Solving

Prerequisites: Credits: 3

Contact hours per week: Lecture: 2.5  Lab: Other:  Requested Course Enrollment Cap:

Proposed Effective Term: (Check UCF timetable for suggested dates to submit proposals.)
Fall: [X]  Spring: [ ]  Summer: [ ]  Winter: [ ]  Year: 2018

Catalog Description: APPROACHES CREATIVE PROBLEM SOLVING AS A FORM OF RATIONAL THINKING AND INTELLIGENCE, AND AS AN ASPECT OF PERSONALITY AND TEMPERAMENT. DELINEATES ASPECTS OF CREATIVE PROBLEM SOLVING THAT EMERGE AS PART OF BOTH SOCIAL AND DEVELOPMENTAL PROCESSES. ATTENTION WILL BE PAID TO UNDERSTANDING HOW “PROBLEMS” ARE IDENTIFIED, HOW SOLUTIONS ARE INNOVATED AND HOW THE SUCCESSES OF SOLUTIONS ARE EVALUATED.

Check appropriate boxes below (see directions for details):

- [X] Required in Program (A Revised or New Program Proposal must also be submitted).
- [ ] Elective in Major (A Revised Program Proposal may be required, see directions).
- [ ] A Revised Program Proposal is also being submitted.
- [ ] Catalog and degree evaluation changes only are being submitted.
- [ ] Free Elective
- [X] Liberal Education Program course (complete appropriate LEP addendum) Tier 1 [ ] Tier 2 [X] Tier 3 [ ]
- [ ] Writing Across the Curriculum course (complete “W” course addendum)
- [ ] Multidisciplinary Course (MDC prefix; see directions)

Rationale for course: EFFECTIVE LEADERSHIP REQUIRES THE ABILITY TO ARTICULATE CREATIVE SOLUTIONS TO DEFINED PROBLEMS. BY DELINEATING THE SOCIAL AND DEVELOPMENTAL PROCESSES INVOLVED IN THE CREATIVE PROCESS, THIS WILL ENCOURAGE STUDENTS TO THINK ABOUT ENTRENCHED SOCIAL PROBLEMS IN NEW AND INNOVATIVE WAYS, THUS PREPARING THEM FOR THEIR FUTURE AS CIVIC LEADERS.

Appendices Check List: Indicate that you have included the following appendices (see directions for details):

- [ ] Acknowledgement from affected department(s) (if received)
- [X] Course syllabus including:
  - [X] Learning objectives
<table>
<thead>
<tr>
<th></th>
<th>Course Outline</th>
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<tbody>
<tr>
<td></td>
<td>Method(s) of Evaluating Students</td>
</tr>
<tr>
<td></td>
<td>Bibliography</td>
</tr>
<tr>
<td></td>
<td>LEP Addendum</td>
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<td></td>
<td>W Course Addendum</td>
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</tbody>
</table>

**Appendices:** Copy and paste (or enter directly here) all of the items listed above.
Instructor’s Name: Patricia Kahlbaugh  Course number: ACL 230

Box A: Tier 2 Areas of Knowledge & Experience:  Check only one

☐ American Experience  ☑ Creative Drive  ☐ Cultural Expression
☐ Global Awareness  ☐ Mind and Body  ☐ Natural World I: Physical Realm
☐ Natural World II: Life & Environment  ☐ Time and Place  ☐ Social Structure, Conflict & Consensus

Use the links above to locate the Key Elements for the selected Area of Knowledge and Experience. Insert the Key Elements and a brief explanation of how this course will meet EACH Key Element.

Box B: Tier 2 Information:  Insert below brief explanations of how this course will meet the requirements

A) Have enough scope to provide adequate foundation to the particular Area of Knowledge and Experience: Students will identify a unique problem faced by the individual/family/community/society. Using class material, they will examine alternative solutions to the problem in order to develop a creative solution. They will present a convincing argument in writing to others explaining why they should adopt the solution. Students will present in class regarding the creative process they used in confronting the problem.

B) Address a number of topics in depth: Students will address four different problems facing, respectively, the individual, the family, the community, and the society in order to evaluate the problem and propose a solution. In addition, they will choose a problem at any one of those levels to explore in even more detail in the final project. The topics will be explored in the context of addressing individual and societal creativity, while also addressing specific creative thinkers and their methods of problem solving.

C) Integrate knowledge from a variety of perspectives: Problem solving, as a type of decision making, is by its nature a multi-disciplinary endeavor borrowing from the fields of psychology, sociology, business, political science, and history.

D) Provide insight to issues of the 21st century and/or important issues in students’ lives: The task of the final project is designed specifically to encourage students to address an issue that is current and relevant to the students’ lives. By applying their study of the creative process, students will gain insights into both the nature of 21st century problems and also into their potential solutions.

E) Include problem-based learning appropriate to the topic: The case study approach of the tasks and final project are designed specifically to encourage students to apply the lessons of the course to real world situations, thereby teaching students how to solve problems in the future.

F) Provide an introduction to the analytical tools of the discipline(s) offering the course: The course begins by introducing key psychological foundation of cognitive models of problem solving. Students use these models as they address specific problems, develop creative solutions, and evaluate those solutions.

Box C: Intellectual Foundations Component:  Insert below primary influential expository source and explanation.

Each Tier 2 course must assign at least one primary influential expository source (non-textbook). Briefly explain how this source(s) makes an influential argument about a major idea in the field. The course uses readings from several expository sources, especially Daniel Kahneman’s Thinking, Fast and Slow. Grounded in scholarly understandings of human thought, it uses examples to describe different modes of thinking, evaluating evidence, and making decisions.

Box D: Tier 1 Pre or Corequisite Courses:  3 pre/corequisites are required. Choose any others that apply.

<table>
<thead>
<tr>
<th>Tier 1 Course</th>
<th>Prerequisite</th>
<th>Corequisite</th>
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</thead>
<tbody>
<tr>
<td>First Year Experience (Honors, INQ, LINKS)</td>
<td>☑</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Written Communication (must check Pre- or Co-Req box)</td>
<td>(if W-course)</td>
<td>☑ (if not a W-course)</td>
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<tr>
<td>Multilingual Communication</td>
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<tr>
<td>Quantitative Reasoning</td>
<td></td>
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<tr>
<td>Technological Fluency</td>
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</table>
### Box E: Competencies

<table>
<thead>
<tr>
<th>Creative Thinking</th>
<th>Critical Thinking</th>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>Interpersonal Effectiveness</td>
<td>Multilingual Communication</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Technological Fluency</td>
<td>Written Communication</td>
</tr>
</tbody>
</table>

Indicate how students will continue to develop these Competencies. Include the kind of instructional feedback and methods of evaluation that will be used to reinforce at least two Key Elements for each competency:

**Creative Thinking**: The course focuses on preparing students to think creatively as they solve individual, family, community, and societal problems. For several problems, students will define a problem, devise a creative solution, and evaluate their solution.

**Critical Thinking**: The development of creative problem solving skills will be grounded in an understanding of psychological processes in order to encourage students to understand barriers to rational analysis. Their solutions will be based on logical arguments, valid assumptions, and reliable evidence. Using creative processes, students will learn to synthesize solutions that are well-reasoned.

**Written Communication**: Student evaluation is based on several kinds of writing assignments. Students will develop argument comprehension as they review 5 articles on problem solving. The letters that students write to policy decision makers will help them develop their ability to construct arguments. These letters will need to be coherent and use evidence effectively in order to persuade the decision maker of the student's perspective.

### Box F: Discussion(s) of Values

<table>
<thead>
<tr>
<th>Aesthetic Sensitivity</th>
<th>Civic Engagement</th>
<th>Environmental Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Judgment</td>
<td>Human Diversity</td>
<td>Rational Thought</td>
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</tbody>
</table>

Indicate how the course will engage students in the selected Discussion(s) of values: As students devise creative solutions to community and social problems, they will be prompted to reflect on the importance of active engagement. Students will actually work to make a difference as they write a letter supporting their creative solution to the problem.

### Box G: Course Syllabus

Insert a course syllabus in the New or Revised Course Proposal Form Appendices section. See Box G below for explicit directions regarding what should be included in the syllabus.
ACL 230 Creative Problem Solving

LEP Tier 2 Creative Drive

Sample Syllabus

Dr. Patricia Kahlbaugh
Email: kahlbaughpl@southernct.edu
Phone: (203) 392-6891
Office: EN D049 Office Hours:

LEP Tier 2 – Both lectures and discussions will take place to facilitate an understanding of the creative drive to solve difficult problems at the level of society, community, family and individual. Questions will emerge with respect to how groups of people as well as single individuals innovate to produce original solutions to seemingly entrenched problems. The course approaches creative problem solving as a form of rational thinking and intelligence, and as an aspect of personality and temperament. It also delineates aspects of creative problem solving that emerge as part of both social and developmental processes. Attention will be paid to understanding how “problems” are identified, how solutions are innovated and how the successes of solutions are evaluated.

Welcome to ACL 230

Tier 2 Learning Objectives: To understand and explore Creative Problem Solving

1. As a form of cognition and rational thinking
2. As a form of intelligence
3. As related to personality characteristics
4. As a social process
5. As a developing and changing process over the lifespan
6. Through examples of creative and imaginative minds
7. Through comparisons of human vs. artificial intelligence
8. Through the historical, social and cultural contexts, which shape our views of “problems” to be solved.
9. Through an interrogation of how innovations are evaluated as successes or failures

This course will embed creative thinking, critical thinking and written communication skills as students research, think and write about creative drive to solve problems

Required Texts/Selections from:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Systems of Thinking and World Views</td>
</tr>
<tr>
<td><strong>Week 2-4</strong></td>
<td>Cognitive Models of Creative Problem Solving</td>
</tr>
<tr>
<td><strong>Week 8-9</strong></td>
<td>Personality</td>
</tr>
<tr>
<td><strong>Week 10-11</strong></td>
<td>Social Processes</td>
</tr>
<tr>
<td><strong>Task 1</strong></td>
<td>Research 1 problem facing an individual and 1 solution to share with class. Evaluate the creativity of the solution.</td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td>Research 1 problem facing a family and 1 solution &amp; present to class. Evaluate the creativity of the solution.</td>
</tr>
<tr>
<td><strong>Task 3</strong></td>
<td>Research 1 problem facing a community and 1 solution &amp; present to class. Evaluate the creativity of the solution.</td>
</tr>
<tr>
<td><strong>Task 4</strong></td>
<td>Research 1 problem facing a society and 1 solution &amp;</td>
</tr>
<tr>
<td>Week</td>
<td>Processes and &quot;Tipping Points&quot;</td>
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<td>------</td>
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<tr>
<td>Week 12</td>
<td>Developmental Processes</td>
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<tr>
<td>Week 13</td>
<td>Historical Contexts and “Tipping Points”</td>
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<tr>
<td>Week 14-15</td>
<td>Imagination in Action</td>
</tr>
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<td></td>
<td>Examples of creative minds and evaluation of Problem and Solution</td>
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<tr>
<td></td>
<td>Steve Jobs, Henry Ford, Jane Austen, Elizabeth Stanton</td>
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<tr>
<td></td>
<td>Cady, Newton, Picasso, Piaget, Leibniz, Descartes, Aristotle, Tony Morrison, Da Vinci etc.</td>
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</tbody>
</table>

**Watch Ted Talk on Creative Problem Solving and submit notes take notes**

*CT, WC, CR*

<table>
<thead>
<tr>
<th>5</th>
<th>Review 5 articles on Creative Problem Solving of your choosing. Article Reviews will be completed using Article Review Sheet (10 points each = 50 points)</th>
</tr>
</thead>
</table>
| *CT, WR*

**Tasks: Research a problem, its solution and evaluate its success**

*CT, WC, CR, CE, CD (KE 1,2)*

<table>
<thead>
<tr>
<th>40</th>
<th>Reading guides for selections from required texts = 180 points</th>
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<tbody>
<tr>
<td>(9 reading guides/20 points each)</td>
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</tbody>
</table>
| *CT, WR*

**Based on your research of the problem**

*CT, WC, CR, CE, CD (KE 1,2)*

<table>
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<tr>
<th>20</th>
<th>Research and report on a creative mind Presentation</th>
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</thead>
</table>
| *CT, WC, CR, CE, CD (KE 1,2)*

**Final Project – forward looking activity – 75 points (See Final Project Rubric)**

Looking forward to life after this course, respond to this situation.

Identify a unique problem faced by a Society, Community, Family, or yourself. Using class material, develop a creative solution to this problem, and thoroughly describe how you the solutions’ creativity will be evaluated. Write a convincing argument for why others should adopt your solution, making sure to demonstrate a clear understanding of the barriers to the creative solution, as well as evidence that for and against it.
The grading rubric for this assignment is posted under the assignment.

**Determination of Final Course Grade:** This is a model –points may be slightly more or less.

- **Attendance/participation** 20 points - 5% (includes timeliness of work)
- **Tasks/Exercises** 65 points - 15%
- **Article Reviews** 50 points - 12%
- **Reading Guides** 180 points - 42%
- **Presentation** 40 points - 9%
- **Final Project** 75 points - 17%

**Total points** 430 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A’s</td>
<td>387 and up</td>
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<tr>
<td>B’s</td>
<td>344-386</td>
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<tr>
<td>C’s</td>
<td>301-343</td>
<td></td>
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<tr>
<td>D’s</td>
<td>258-300</td>
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<tr>
<td>F’s</td>
<td>below 257</td>
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</table>

**Attendance, assignments, plagiarism and classroom behavior**

Attending class is important. If changes are announced during class, you are responsible for noting these changes even if you were not there that day. Ignorance is not a defense. Assignments are due when indicated on the syllabus unless otherwise noted. **YOU WILL NEED TO TAKE NOTES ON POWER POINTS PRESENTED IN CLASS FOR YOUR FINAL PROJECT (SEE FINAL PROJECT RUBRIC).**

My attendance policy will follow the guidelines documented in student handbook.

You should make sure you hand in your own work. If students hand in identical work e.g., reading guide, article review, exercise, etc.), then no one will receive credit for the work. That is, all students involved will receive a 0 for the assignment. Copying people’s work is a form of plagiarism and will not be tolerated. If I think you have plagiarized, I will ask for a meeting to discuss what it means and what happens when you do it.

Assignments: Work should be handed in either in person or on Blackboard the day it is due. I do not accept emailed work. If assignment is completed in class and you are not there to do it, I reserve the right to withhold credit for the work. Points are deducted for each day the assignment is late.

Classroom behavior - Please come to class on time and prepared to enjoy the material without the benefit of any technological devices. If I see texting etc., I will ask you to put your cell phone out of reach and this will be embarrassing for everyone.

**Disability Statement**

"Dear Student, Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University’s Disability Resource Center (DRC) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located at EN C-105A. To discuss your approved accommodations with me or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible. My office location is EN D049."
**Title IX statement regarding sexual misconduct:** Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence and stalking) at educational institutions. To **report sexual misconduct** students should contact University Police at (203) 392-5375 or 911, and/or Pamela Lassiter, Office of Diversity and Equity, at (203) 392-5491 and/or Christopher Piscitelli, Office of Judicial Affairs, at (203) 392-6188. For **advocacy** and further information including your Title IX rights and reporting procedures visit the Sexual Assault Resource Team (S.A.R.T.) website at www.southernct.edu/SART/. Please contact Catherine Christy, Women’s Center and S.A.R.T. Coordinator, at (203)392-6946 for assistance or with any questions regarding support and advocacy.
Selected Bibliography


