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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

How does the proposed course specifically address the Foundational Component Area definition above?

ENDS 101 – Design Process places strong emphasis on the appreciation and analysis of creative artifacts and works of human curiosity and imagination. It involves the synthesis, interpretation, and application of critical thinking, anchored on creativity, innovation, and design, pulled by a spirit of entrepreneurship, and strengthened through written, oral, and visual expression and communication of the new products, processes, services, business models, and unique experiences or artistic creations that they envision and develop. More specifically, this course introduces students, within a highly multi- and interdisciplinary learning environment and experience, to the wide range of transitions, change, harsh realities, complex challenges, and serious impacts, and also, of accelerating technological developments, that our Nation and the World are facing today, which create a high demand for new approaches to fundamental concepts of problem solving, and an added special need for social innovation.

Topics addressed in the course begin with intuition and flow, creative thinking, convergent, divergent, and provocative thinking as initial points of departure. Subsequently, the course provides an exposure to a wide range of paradigms, strategies, processes, tools, practices, principles, and resources that support imagination, creativity, innovation, design, and entrepreneurship, within high performance creative individuals, teams, and organizations. These topics are complemented and supplemented with an exposure to how communication, humor, leadership, personal space, and gender influence and affect creativity. The course emphasizes the production of knowledge, given that all assignments require that each student produce knowledge rather than reproduce knowledge, both individually and in teams; to think systemically and holistically; and to reach his or her potential creative talent. In addition, the course provides an opportunity for students to develop management skills, to enhance written, oral, and visual communications skills and abilities, and to cultivate a spirit and attitude of self-reliance, and of personal responsibility and accountability. Furthermore, students are made aware of how future theory, studies, trends, and influences, and also, the singularity will possibly affect career choices in a global context.

Finally, students also learn about intellectual property and how to conduct patent searches, and are exposed to the activities of Startup Aggieland, the Center for New Ventures & Entrepreneurship (CNVE), the Technology Commercialization Center (TCC), and the Technology Licensing Office (TLO) at Texas A&M University (TAMU) and the Texas A&M University System (TAMUS).

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.
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Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information are core components of this course. The course reinforces these skills in several ways, through three main types of pedagogical elements that directly address all four learning objectives of the "Creative Arts" foundational component area: (1) course lectures; (2) interactive in-class exercises interspersed within the course lectures; and (3) a set of individual and team assignments.

The course has specific lecture content that addresses critical thinking. The class lectures have a structure and flow that lead students in a journey of discovery and critical thinking, starting with a discussion of a wide range of global challenges as an initial point of departure and context for the course, highlighting the opportunities they create for creative thinking and problem solving. Students then continue by establishing initial baselines of who they are as individuals and as members of a team. Subsequently, they are introduced to a process and guidelines for convergent, divergent, provocative, and other types of creative thinking, followed by a wide range of paradigms, strategies, processes, tools, practices, principles, and resources that support imagination, creativity, innovation, and design. Students are then exposed to a set of lectures and guest lectures on specific topics, such as communication, humor, leadership, personal space, and gender, and how they influence and affect creativity. The course closes with a view on future theory, studies, trends, and influences, particularly how the fusion of accelerating technologies with humanity will possibly affect their career choices in a global context.

The interactive in-class exercises interspersed within the course lectures offer multiple opportunities for impromptu creative thinking and problem solving, close interactions between the instructor and students, and close interactions among students.

Finally, all the individual and team assignments require that students produce new knowledge or significantly build upon existing knowledge, instead of just merely reproducing existing knowledge. This means that the correct answer is not in the back of a book, or that there is even a correct answer. Students are challenged to introduce to the world, both individually and in teams, unique new products, processes, services, business models, and unique experiences or artistic creations, as soft innovations that have never existed until they created them. Students have to exercise their imagination, intuition, creativity, and innovation to produce results similar to what the future will demand for success and even survival.

Specific elements of critical thinking within the individual and team assignments include:

- **Individual Assignment No. I-1: Creativity Journal/Portfolio (CJP).** The learning objective of asking students to keep a CJP is to develop the discipline and the skill to continuously record formally and explicitly, anything about which the student may wonder about, find interesting, have unanswered questions, and/or don't know much about.

- **Individual Assignment No. I-2: Personal Branding Profile (PBP).** The learning objectives of asking students to develop their own PBP are to (1) encourage them to see themselves as unique individuals from multiple points of view; and (2) be able to translate who they are into a formal and explicit document or creation of any type.

- **Individual Assignment No. I-3: Individual Creativity Challenge (ICC).** The learning objective of asking students to participate in a role/scenario playing exercise based on a real creativity challenge is to provide an incentive and a context for the development of innovations, which transcend the course. More specifically, the learning objectives of this individual assignment are
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to (1) develop skills in problem solving, creativity, innovation, and invention; (2) provide an
opportunity to apply these skills within a familiar context; and (3) learn to present ideas through
the development of a technical report, a prior work collections, and a technical briefing on the
idea, creation, innovation, or invention developed for the assignment.

  objectives of asking students to develop Soft Innovations individually are: (1) to become aware
  of the numerous opportunities that exist for developing product, process, service, or business
  model innovations; (2) to develop skills and abilities in creative thinking and problem-solving;
  (3) to be able to describe any innovation developed in a briefing, using both visual depictions of the
  innovations and textual narratives, and following a clear set of guidelines; and (4) to formally
document that any innovations developed are novel and unique, through the development of a
Prior Works Collection (needs, resources, and precedents) for the innovation, and by conducting
simple search engine, trademark, and patent searches.

- Individual Assignment No. I-5: Final Examination Essay (FEE). The learning objectives of
  asking students to thoughtfully reflect on the Future are to (1) become aware of trends, issues,
  challenges, and opportunities that have the potential to affect them on a professional and
  personal levels in the future, particularly advances in technology; (2) to develop skills and
  abilities in visioning, anchored in creative thinking; and (3) to be able to communicate on an
  individual basis their visions of the future in a thoughtful, well-structured, and articulate way.

- Team Assignment No. T-1: Team Building Creativity Challenges (TBCC). The learning
  objectives of asking students to develop responses to the TBCC as a team are to (1) practice
  problem solving in a team setting; and (2) have fun while getting to know each other.

- Team Assignment No. T-2: Team Branding Profile (TBP). The learning objectives of asking
  students to develop a TBP for the team to which they have been assigned in the course are to
  (1) encourage them to see the team from multiple points of view, and especially not only as a
  group of unique individuals who need to work together, but rather as a cohesive team capable of
  completing successfully, effectively, and efficiently the team assignments in the course; and (2)
  be able to translate who the team is into a formal and explicit document.

- Team Assignment No. T-3: Team Creativity Challenge – TCC (Based on two competitions)
The learning objective of asking students to participate in either a university-wide competition or
a national/international competition (or a combination of both) is to provide an incentive and a
context for the development of creations, innovations, or inventions, which transcend the course.

1. If teams choose to pursue Option 1 – Ideas Challenge Competition – ICC (a university-
   wide competition), the goal is to "...dream up the next great product or service..." This team
   assignment provides an opportunity to apply creativity and innovation within the broader
   contexts of business and society, and is based on the campus wide competition at Texas
   A&M University sponsored by the Center for New Ventures and Entrepreneurship in the
   Mays Business School at Texas A&M University, the "2012 Ideas Challenge Competition",
   for the development of the "Next Big Idea."

2. If teams choose to pursue Option 2 – Social Innovation Competition – SIC (a national /
   international competition), the goal is to develop an innovation that is a "...dream with the
   power to change the world..." This team assignment provides an opportunity to apply
   creativity and innovation to issues facing society in our Nation, and in the world today, and is
   based on the Dell Social Innovation Competition, which is organized and sponsored annually
   by the RGK Center for Philanthropy and Community Service in the LBJ School of Public
   Affairs at the University of Texas.
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For these two options, the learning objectives of this team assignment are to (1) develop skills in problem solving, creativity, innovation, and invention; (2) provide an opportunity to apply these skills in the development of a concrete idea, creation, innovation, or invention; (3) learn about entrepreneurship and social innovation; and (4) learn to present ideas through the development of a technical report, a prior work collections, and a technical briefing on the idea, creation, innovation, or invention developed for the assignment.

- **Team Assignment No. T-4: Five Team Soft Innovations (5TSI)**
  The learning objectives of asking students to develop Soft Innovations in a team are: (1) to become aware of the numerous opportunities that exist for developing product, process, service, or business model innovations as a team; (2) to develop skills and abilities in creative thinking and problem-solving as a team; (3) to be able to describe any innovation developed in a briefing, using both visual depictions of the innovations and textual narratives, and following a clear set of guidelines as a team; and (4) to formally document that any innovations developed are novel and unique, through the development of a Prior Works Collection (needs, resources, and precedents) for the innovation, and by conducting simple search engine, trademark, and patent searches as a team.

- **Team Assignment No. T-5: Final Examination Slide Presentation/Video (FESP/V)**
  The learning objectives of asking students to thoughtfully reflect on the Future are: (1) to become aware of trends, issues, challenges, and opportunities that have the potential to affect them on a professional and personal levels, particularly advances in technology; (2) to develop skills and abilities in visioning, anchored in creative thinking; and (3) to be able to communicate their visions in a thoughtful, well-structured, and articulate way, within a collaborative team environment.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Effective development, interpretation and expression of ideas through written, oral and visual communication are core components of this course. The course reinforces these skills in several ways, through three main type of pedagogical elements that directly address all four learning objectives of the "Creative Arts" foundational component area: (1) course lectures; (2) interactive in-class exercises interspersed within the course lectures; and (3) a set of individual and team assignments.

The course has specific lecture content that addresses communication. The course addresses how we live in an era of continuous and rapid technological change, and how this is impacting the way people communicate with each other as individuals, and as members of project teams and organizations. Students are exposed to paradigm shifts in why we communicate, what we communicate, how we communicate, and where and when we communicate, and also in with what we communicate. They are also made aware that these shifts are not only changing the nature and dynamics of communication among individuals, project teams, and organizations, but more importantly, they are breaking traditional spatial and temporal constraints, and creating new augmented, immersive, and globally interconnected virtual realities. More specifically, the course addresses conventional, new, and emerging communication models, media, and technologies from the perspectives of individuals, project teams, and organizations. Students are also exposed to inhibitors, obstacles, and barriers to effective and efficient communication, concurrently with strategies and tactics to overcome them, illustrated with engaging examples and exercises of communication models, media, and technologies.
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The interactive in-class exercises interspersed within the course lectures offer students multiple opportunities for impromptu communication of responses to challenges posed by the instructor both within small groups, and in front of the whole class.

Finally, all the individual and team assignments require that students produce new knowledge or significantly build upon existing knowledge, instead of just merely reproducing existing knowledge. This means that the correct answer is not in the back of a book, or that there is even a correct answer. Students are challenged to introduce to the world, both individually and in teams, unique new products, processes, services, business models, and unique experiences or artistic creations, as soft innovations that have never existed until they created them. Students have to exercise their imagination, intuition, creativity, and innovation to produce results similar to what the future will demand for success and even survival.

Specific elements of communication within the individual and team assignments include:

- **Individual Assignment No. I-1: Creativity Journal/Portfolio (CJP)**
  For this assignment, students create and maintain a CJP throughout the semester to formally document or record both the thought processes and the results of creative activities throughout the semester in this class. Students are encouraged to include, for example, any reactions generated by any of the learning experiences in the course; any comments on knowledge gained; lessons learned; examples of creative flow; experiences lived within assignments; insights and discoveries about themselves and the world around them; and anything else of personal interest.

- **Individual Assignment No. I-2: Personal Branding Profile (PBP)**
  For this assignment, students prepare their PBP by providing answers to 25 questions, and more importantly, by communicating these answers with a medium, format, design, style, and content of their personal choice, and at their discretion.

- **Individual Assignment No. I-3: Individual Creativity Challenge (ICC)**
  For this assignment, students develop individually concept proposals for creative innovations that, if implemented, will contribute to achieving “Action 2015: Education First” that are currently driving Texas A&M University’s quest for acceptance as a consensus leader among peer public institutions.

  For this assignment, students develop individually five (5) Soft Innovations, as follows: (1) a product innovation; (2) a process innovation; (3) a service model innovation; (4) a business model innovation; and (5) a unique experience or artistic creation.

- **Individual Assignment No. I-5: Final Examination Essay (FEE)**
  For this assignment, students prepare a thoughtful, well-structured, and articulate essay, developed from their individual perspective, and within the context of his or her specific field or domain of study, which answers a set of questions.

- **Team Assignment No. T-1: Team Building Creativity Challenges (TBCC)**
  For this assignment, teams complete all exercises in the TBCC as specified in each of ten challenges. Each exercise provides an opportunity for students to apply written, oral, and visual communication skills within a team setting.
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- **Team Assignment No. T-2: Team Branding Profile (TBP)**
  For this assignment, teams prepare their TBP by providing answers to 20 questions, and more importantly, by communicating these answers with a medium, format, design, style, and content of their personal choice, and at their discretion.

- **Team Assignment No. T-3: Team Creativity Challenge (TCC)**
  (Based on two competitions) In both Option 1 – Ideas Challenge Competition – ICC (a university-wide competition), and Option 2 – Social Innovation Competition – SIC (a national / international competition), teams prepare a mock submission for this competition, following all competition rules, and make a peer-reviewed oral presentation to the whole class.

- **Team Assignment No. T-4: Five Team Soft Innovations (5TSI)**
  For this assignment, teams develop individually five (5) Soft Innovations, as follows: (1) one product innovation; (2) one process innovation; (3) one service innovation; (4) one business model innovation; and (5) one unique experience innovation or artistic creation. Teams have the choice of either using any of the soft innovations developed by any team member, as long as the team significantly improves or enhances the original soft innovation, or developing completely new and unique ones.

- **Team Assignment No. T-5: Final Examination Slide Presentation/Video (FESP/V)**
  For this assignment, teams prepare a thoughtful, reflective, fanciful, well-structured, and articulate MS PowerPoint automated slide presentation or a video, which answers a given question.

In addition, the course uses the eLearning course management system, not only as the official means for managing the course, but also, for communicating with, sending information to, and receiving information from students, electronically. All course material is posted in the eLearning site for the course, so students can have access and to, and be able to download, any material used in class, as well as any complementary, supplementary, or additional relevant material issued by the instructor.

Students are asked to communicate clearly with the instructor and the teaching assistants, both face to face, and through email. The following types of communication are encouraged:

- **Subject: ENDS 101 – FYI <For Your Information>**
- **Subject: ENDS 101 – RFI <Request for Information>**
- **Subject: ENDS 101 – RFA <Request for Action>**
- **Subject: ENDS 101 – RFV <Request for Variance>**
- **Subject: ENDS 101 – Muddy Point <Issue to Clarify>**
- **Subject: ENDS 101 – Gotcha! <Issue to Correct>**

Finally, students are expected, and highly encouraged, to contribute postings, to read postings by other students, to respond to postings by other students on a regular basis, as a minimum, on a weekly basis, to "Discussion Groups" on a variety of topics created for the course on eLearning as an electronic forum for the exchange of ideas.
Muddy Points
This Discussion Group enables students to post questions on anything related to the course, which may not be clear. The Instructor, the Teaching Assistants, or other students in the class can post answers, solutions, or guidance to resolve the muddy point posted.

Gotcha!
This Discussion Group enables students to document any mistake made by the instructor in any of the written and oral material presented in any of the lectures or associated in any way with the class.

On Instructor Lectures AND in-class Exercises...
This Discussion Group is for students to post their experiences, reactions, or opinions on any of the lectures and in-class exercises presented by the instructor.

On Lectures By Guest Speakers...
This Discussion Group is for students to comment, react, discuss, or critique any of the lectures presented by Guest Speakers.

Potpourri - From Students
This Discussion Group enables students to post here anything they consider interesting related to any topic relevant to the course, which they would like to share with everyone in the class.

Potpourri - From the Instructor and the TA's
This Discussion Group enables the instructor and the TA's to post here anything they consider interesting related to any topic relevant to the course, which they would like to share with everyone in the class.

On Suggested Readings and Resources...
This Discussion Group enables students to comment, react, discuss, or critique miscellaneous postings on suggested readings and other resources for the course.

On Student Work... (submitted assignments)
This is a Discussion Group for students to post and share their assignment submissions, on a voluntary basis, so other students can see them, and provide feedback.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Developing the ability to consider different points of view and to work effectively with others to support a shared purpose or goal is a core component of this course. The course reinforces these skills in several ways, through three main type of pedagogical elements that directly address all four learning objectives of the "Creative Arts" foundational component area: (1) course lectures; (2) interactive in-class exercises interspersed within the course lectures; and (3) a set of individual and team assignments.

The course has specific lecture content that addresses teamwork. Students are exposed to various stages of team development and processes that can be used to deliberately create high-performance teams that operate with high levels of alignment. Then, they learn about how team members can define within the team: roles and responsibilities of its members; team norms; key team roles that need to be played; and different perspectives that need to be incorporated.

The interactive in-class exercises interspersed within the course lectures offer students multiple
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opportunities for impromptu communication of responses to challenges posed by the instructor both within small groups, and in front of the whole class.

Finally, the team assignments, which represent almost half of a student's final grade, require that students work in assigned teams of six members, with team members pursuing different majors. The teams are also mixed from a gender point of view, with no less than two women in a given team. Students from special groups, such as athletes, members of the Corps of Cadets, and graduating seniors, are spread uniformly across the teams. An effort is also made to have a mix of classification levels U1, U2, U3, and U4 within each team.

This team configuration leads to a richer exploration of alternatives in the development of solutions to assignments posed, which would be difficult if teams were of the same sex, culture, and major. All graded team assignments receive a single team grade. However, the grade for individual members of the team is a function of the peer evaluation of their contribution to the team. This evaluation includes an honest assessment of the extent to which each team member did her/his share in: (1) attending and participating actively in all team meetings; (2) honoring all commitments made to the team or agreed upon by the team; and (3) contributing actively in preparing each of the indicated team assignments for the course.

Given the importance of teamwork in this class, the following rules apply:

- All graded team assignments will receive a single team grade. However, the grade for individual members of the team will be a function of the peer evaluation of their contribution to the team.

- Any team can fire any of its members for non-performance, for disruptive/disrespectful behavior, or other due cause. To do so, and before the actual dismissal, the rest of the team members must (1) unanimously agree on the dismissal; (2) document explicitly, formally, and with evidence the reasons for doing so; (3) inform the team member that he/she is about to be dismissed from the team, clearly explaining the reasons behind the decision; (4) give the team member one last chance to take corrective action within a specific time frame; (5) concurrently with step 4, inform the instructor and the two teaching assistants; and (6) officially dismiss the team member, if the reasons for doing so persist beyond the grace period given to him/her. In this case, the student must meet with the instructor with a proposal on how to complete the team assignments, and seek approval. Failure to do so will result in an automatic failing grade on the team portion of the final grade.

- Any team member can resign from his/her team for a valid reason. To do so, and before the actual resignation, the team member wishing to be removed from the team must (1) document explicitly, formally, and with evidence the reasons for doing so; (2) inform the other team members that he/she is about to resign from the team, clearly explaining the reasons behind the decision; (3) if applicable, give the team member one last chance to take corrective action within an agreed upon specific time frame; (4) concurrently with step 3, inform the instructor and the two teaching assistants; and (5) officially resign from the team, if the reasons for doing so persist beyond the grace period agreed upon with the team. In this case, the student can seek to be hired by another team, and if unsuccessful, must meet with the instructor with a proposal on how to complete the team assignments, and seek approval. Failure to do so will result in an automatic failing grade on the team portion of the final grade.
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities are core components of this course. The course reinforces these skills in several ways, through three main types of pedagogical elements that directly address all four learning objectives of the "Creative Arts" foundational component area: (1) course lectures; (2) interactive in-class exercises interspersed within the course lectures; and (3) a set of individual and team assignments.

The course has specific lecture content that addresses social responsibility. In the initial lecture, students are exposed to the wide range of transitions, change, harsh realities, complex challenges, and serious impacts, and also, of accelerating technological developments, that our Nation and the World are facing today, which create a high demand for new approaches to fundamental concepts of problem solving, and an added special need for social innovation. Throughout the course, students are challenged to envision and develop new products, processes, services, business models, and unique experiences or artistic creations, which satisfy this demand and need, and bring value and benefits to society. In addition, students learn about personal space, both within America and globally, and are encouraged to experiment with field trials in multiple spaces and settings. Students also learn about societal shifts regarding the role of women within the U.S. and globally.

The interactive in-class exercises interspersed within the course lectures offer students multiple opportunities think about social responsibility through provocative questions and challenges that force them to transcend their zone of comfort.

Finally, the individual and team assignments on soft innovations offer an opportunity for students to envision and develop new products, processes, services, business models, and unique experiences or artistic creations, of value and benefits to society. In addition, within one of the team assignments, students are encouraged to enter the Dell Social Innovation Competition, which is organized and sponsored annually by the RGK Center for Philanthropy and Community Service in the LBJ School of Public Affairs at the University of Texas. The explicit goal of this competition is to develop an innovation that is a "...dream with the power to change the world..." This team assignment provides an opportunity to apply creativity and innovation to issues facing society in our Nation, and in the world today.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.