



The University of Georgia®

University Council
Athens, Georgia 30602

March 13, 2013

UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

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Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Robert Grafstein

Public Health – Dr. Marsha C. Black

Social Work – Dr. Kristina Jaskyte

Veterinary Medicine - Dr. Scott A. Brown

Graduate School - Dr. Tracie E. Costantino

Ex-Officio – Provost Jere W. Morehead

Undergraduate Student Representative – Mr. Pranay Udutha

Graduate Student Representative – Mr. Garrett Jaeger

Dear Colleagues:

The attached proposal for a new Graduate Certificate in Creativity and Innovation will be an agenda item for the March 20, 2013, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly

**OUTLINE FOR AN
INTERDISCIPLINARY CERTIFICATE PROGRAM**

I. Basic Information

1. Institution The University of Georgia Date October 1, 2012

2. School/College College of Education

3. Department/Division Educational Psychology

4. Level (undergraduate or graduate) Graduate

5. Proposed starting date for program Fall 2013

6. Abstract of the program for the University Council's agenda:

Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II. (pp. 3-4)

7. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success. (Appendix A)

SIGNATURES:

Department Head

Dean of School/College

Abstract

Rationale: Recent reports from economists (c.f. Florida, 2002 & 2005; Friedman, 2005) have emphasized the need for innovation in any society that hopes to retain an economic and political advantage in the coming years. Responding, reports on education (National Center on Education and the Economy, 2006; Partnership for 21st Century Skills, 2011) have likewise emphasized the need for changing our traditional, compartmentalized education system to infuse creativity and innovation into an interdisciplinary curriculum to prepare a workforce for the future. Therefore, it is important that UGA be able to provide our students with the necessary knowledge and skills to be able to compete and contribute in this rapidly changing world. The letters of support that we have received from individuals in various fields—including the sciences, arts, and humanities—attest to the wide desirability of these attributes.

Purpose and Goals: The purpose of the Interdisciplinary Certificate in Creativity and Innovation (ICCI) is to bridge knowledge across diverse disciplines in creativity and innovation and to stimulate the ability of students and faculty to synthesize and apply this knowledge in their diverse fields. As designed, this certificate program cuts across many disciplines, for example, Journalism, Art, Social Sciences, Management. (See Section II. 1. B for a list.)

The Educational Goals of the ICCI are to:

1. Provide students with knowledge of current theory and research in creativity and innovation.
2. Give students the vocabulary, strategies, and tools for implementing creative thinking and developing innovative products.
3. Promote the environment and encouragement to foster dispositions in participants leading to creativity and innovation.
4. Offer opportunities for faculty and students to communicate and collaborate by making associations across different disciplines enabling cross-disciplinary research, instruction, and service projects.

Consistency with Institutional Goals: This certificate will address the mission of the University of Georgia and most particularly will address the UGA strategic directions and priorities listed below:

- **Enhancing Graduate and Professional Programs**--Provide further opportunities for interdisciplinary and international doctoral education to integrate faculty, course work, research programs and seminars to create a truly interdisciplinary experience for the student.
- **Investing in Proven and Emerging Areas of Research Excellence at UGA**--Position UGA at the hub of international networks of innovation and entrepreneurship in key fields.
- **Serving the Citizens of the State of Georgia and Beyond**--Provide teaching, learning and scholarship that engage faculty, students and the community in mutually beneficial and respectful collaboration.

In addition, the certificate will address the Graduate School Strategic Plan goals:

- **Recruit and retain highly competitive and outstanding graduate students** by providing a desirable certificate option that is not available anywhere else.
- **Enhance the culture of innovation and interdisciplinarity in graduate education** by creating the first such broadly interdisciplinary, collaborative program.

Interdisciplinary Nature of the Proposed Program:

- Students and faculty have been and will continue to be recruited from all colleges and departments of the university.
- The proposed curriculum is interdisciplinary in including faculty and courses from various disciplines across campus.
- The focus of the core courses will be interdisciplinary in that they include readings from and applications to various disciplines.
- The steering committee, the decision-making body for the certificate, will be composed of faculty from diverse departments recruited from interested faculty members based on experience and expertise.

Need for the Certificate Program: In an attempt to invite participants from all units on campus, surveys were sent to all graduate students and faculty in the university through listservs to determine their interest, support, and desired involvement in such a certificate. There were 804 responses from faculty, staff, and students from 40 different units in the university. The response rate alone is indicative of interest in the proposed certificate. The majority of faculty and student respondents indicated that courses in creativity and innovation and exposure to interdisciplinary practices would be beneficial to their research. Of the 213 faculty who completed the survey, 134 indicated that they would be interested in becoming directly involved in the certificate program, 70 were interested in contributing courses, 64 showed interest in creating a course, and 44 volunteered to participate in the ICCI steering committee. Others expressed interest in lecturing or receiving consultation for course development. Of the 563 graduate student respondents, 241 students expressed interest in pursuing the ICCI. Finally, to determine need, we obtained letters of support from potential employers in various fields (see attached).

Costs and Administration of the Program: The current resources, faculty, and course offerings are sufficient to begin the certificate. The only expenses would be small operating costs and the cost of promotional materials and advertising, especially if we desire to advertise in order to recruit students to UGA. The certificate program will be administered through the Torrance Center for Creativity and Talent Development in the College of Education. A steering committee, composed of faculty from various programs involved in the certificate, will be expected to donate their time to the decision-making components of the certificate, such as recruiting and admitting students to the certificate program, suggesting and vetting courses, and advising students about the certificate requirements. These procedures are in line with the administration procedures of other certificates at UGA, except that the steering committee will be composed of members from different colleges as well as departments.

The Curriculum and Faculty: In accordance with requirements of other graduate certificate programs, the ICCI will require 9 hours of core courses and 6 hours of electives. The core courses will be selected from several courses on creativity theory, research, methods, and assessment. The electives will be chosen from a steering committee-approved list of courses from departments across campus that are situated in a discipline, but emphasize creativity and innovation. A preliminary list of examples of electives is given on pp. 11-13, but proposed electives will be vetted by the Steering Committee before students enroll. Faculty who are slated

to teach the core courses are internationally renowned scholars of creativity. Faculty who teach the electives will be vetted by their own programs as qualified to teach the courses offered.

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

- 1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The purpose of the Interdisciplinary Certificate in Creativity and Innovation (ICCI) is to bridge knowledge across diverse disciplines in creativity and innovation and to stimulate the ability of students and faculty to synthesize and apply this knowledge in their diverse fields. The ICCI's aim is to fulfill the motto of the University of Georgia, which is "to teach, to serve, and to inquire into the nature of things." By acknowledging the interdisciplinary nature of creativity, let alone knowledge, this certificate will provide a rich dialogue amongst many diverse departments at UGA. In many ways, creativity is synonymous with interdisciplinarity, such that both require sophisticated means to make associations across seemingly remote contexts. The ICCI is primarily designed as an instructional program in the service of students who find creativity and innovation to be valuable skills in their academic and career pursuits. The ICCI is different from other certificates in that it will explicitly provide knowledge of the principles of creativity and innovation that are both domain-specific and also general in both theory and application.

The Educational Goals of the ICCI are to:

1. Provide students with knowledge of current theory and research in creativity and innovation.
2. Give students the vocabulary, strategies, and tools for implementing creative thinking and developing innovative products.
3. Promote the environment and encouragement to foster dispositions in participants leading to creativity and innovation.
4. Offer opportunities for faculty and students to communicate and collaborate by making associations across different disciplines enabling cross-disciplinary research, instruction, and service projects.

The ICCI shares the University of Georgia's educational objectives with a commitment to:

- National and international recognition by keeping it at the forefront of the latest research advancements, of which the interdisciplinary approach is a major trend;

- Excellence in teaching by recruiting renowned university faculty to provide quality instruction and by making a conscious effort to create an enriching, effective educational environment for a diverse student body;
- Prepare students to economically and socially contribute to an interdependent global society of the twenty-first century by introducing an integrative approach to learning that encourages them to come up with original and innovative solutions;
- Attract highly qualified and promising national and international students that are diverse in gender, ethnicity, race, economic background, and culture by offering them an option through the certificate that is not available at any other university.

This certificate will address the mission of the University of Georgia and most particularly would address the UGA strategic directions and priorities listed below:

- **Enhancing Graduate and Professional Programs**--Provide further opportunities for interdisciplinary and international doctoral education to integrate faculty, course work, research programs and seminars to create a truly interdisciplinary experience for the student.
- **Investing in Proven and Emerging Areas of Research Excellence at UGA**--Position UGA at the hub of international networks of innovation and entrepreneurship in key fields.
- **Serving the Citizens of the State of Georgia and Beyond**--Provide teaching, learning and scholarship that engage faculty, students and the community in mutually beneficial and respectful collaboration.

In addition, the certificate will address the Graduate School Strategic Plan goals:

- **Recruit and retain highly competitive and outstanding graduate students** by providing a desirable certificate option that is not available anywhere else.
- **Enhance the culture of innovation and interdisciplinarity in graduate education** by creating the first such broadly interdisciplinary, collaborative program.

B. The interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The ICCI will be a vital, inclusive university-wide program. As such, two surveys were sent to all graduate students and faculty in the university inviting everyone to express interest, and especially invited the faculty to indicate interest in being involved in the program at different levels. In response to the survey and other outreach efforts, we have received expressions of interest by faculty in the following departments at UGA. Their interests and levels of participation include, but are not limited to: elective course offerings for the certificate, offering of guest lectures, promotion of certificate enrollment for graduate students, and participation in the steering committee of the ICCI program. The interested parties belong to the following departments and organizations (See survey results below in section 2A for details of involvement):

Chemistry
Mathematics
Agricultural Leadership

Management Information Systems
Theatre & Film Studies
Comparative Literature

Language & Literacy Education
Art Education
Crop and Soil Sciences

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|--|--|-----------------------------------|
| Epidemiology and Biostatistics | Genetics | Infectious Diseases |
| Institute for Nonprofit Organizations | Journalism | Kinesiology |
| Large Animal Medicine | Music | School of Marine Programs |
| Biology | Romance Languages | Psychology |
| Family Financial Planning | Microbiology | Lifelong Education |
| Geography | Engineering | Emerging Technologies |
| Counseling & Human Development | Food Science | College of Environment and Design |
| English | Workforce Education | Advertising/Public Relations |
| School of Social Work | Terry College of Business | Lamar Dodd School of Arts |
| Communication Sciences & Special Education | Warnell School of Forestry and Natural Resources | Georgia Research Alliance |

The Graduate School and The Torrance Center for Creativity and Talent Development in the College of Education have committed support towards the development of this program for the first year. During this planning year, we will continue to recruit faculty and students for involvement in the certificate program. The continued development of the program will be guided primarily by the efforts of the interdisciplinary steering committee as described below:

Planning Year (2012-2013): Student and faculty responses to the surveys will be used to guide completion of the following tasks:

- A graduate assistant provided by the Graduate School will continue to work with the Torrance Center to develop the administrative structure of the program and set up the record keeping system.
- A steering committee will be formed from faculty, representing various programs throughout the university, who have expressed interest in being on such a body (44 faculty expressed such interest, but the committee will be limited to 10-12.) Steering committee members will be invited based on interest, expertise, involvement of their unit in the certificate, and representativeness.
- The steering committee will determine the policies and practices for the certificate in accordance with UGA guidelines and best practices for such programs. Such decisions will include the application process for students, the evaluation and admission of applicants, how advising will be done, how records will be kept on completion of certificate requirements, how courses will be vetted for inclusion or exclusion for the certificate, how people will be chosen for the steering committee and their terms of service, and other procedures for the certificate.
- Promotional materials will be created to recruit current and potential graduate students.
- The steering committee will review the applications and admit the first students for the certificate program to begin in Fall 2013.

Years 1-5 (2013-2017):

- The Torrance Center will administer the certificate by keeping the records and convening the steering committee, unless and until the body determines that another record keeping center and procedure would be preferable.
- The steering committee will continue to recruit students and faculty for the certificate program, review the courses on the list, and evaluate the progress of students and the program.
- The steering committee will make plans to continue the program for the next five years based upon the evaluation, adjusting as necessary.

2. *There must be a demonstrated and well-documented need for the program.*

A. Explain why this program is necessary.

Recent reports from economists (c.f. Economic Commission for Africa, 2009; Florida, 2002 & 2005; Friedman, 2005) have emphasized the need for innovation in any society that hopes to retain an economic and political advantage in the coming years.

Responding, reports on education have likewise emphasized the need for changing our Industrial Age education system to infuse creativity and innovation into the curriculum to prepare a workforce for the future (National Center on Education and the Economy, 2006; The National Advisory Committee on Creative and Cultural Education, 1999; Partnership for 21st Century Skills, 2011). Therefore, it is important that UGA be able to provide our students with the necessary knowledge and skills to be able to compete in this rapidly changing world.

The ICCI will provide students with the sound theory of creativity as a practical application for entrance into interdisciplinary situations and environments. The well-established, theoretical foundations of creativity research not only provide accessible tools and skill sets that apply to diverse scenarios, but also guide creative and innovative efforts to address current problems with new solutions in a variety of disciplines.

In order to gauge the perceived need for such a certificate in the UGA community, surveys were created and distributed to graduate students and faculty with the guidance and support of Dean Grasso and Assistant Dean Judy Milton. The faculty survey was distributed through the UGA faculty listserv, and a similar survey was distributed to the graduate student listserv. Of the total number of surveys taken ($N = 804$), 563 graduate students, 213 Faculty, 12 Administrative and 7 Staff members contributed to our assessment of needs for the Interdisciplinary Creativity and Innovation Certificate at UGA. Of those who completed the survey, 65.8% responded that their research involved creativity/innovation. Participants responded yes to the following as beneficial to their research: Courses in Creativity/Innovation (64.3%), Exposure to interdisciplinary practices (71.9%), and Professional Development in Creativity/Innovation (69.0%). Additionally, 56.2% of all respondents said they are specifically interested in interdisciplinary research on creativity/innovation.

The faculty survey gauged interest and degrees of involvement in the ICCI. When asked about interest in becoming directly involved in the certificate program, 53 faculty members said that they would, with an additional 81 faculty responding with a "Maybe." The survey also inquired about faculty involvement in the ICCI through their "Yes" responses to the proposed roles and/or contributions to the certificate: contributing courses ($n = 70$), interest in creating a course ($n = 64$), provide guest lectures ($n = 79$), participate in the ICCI steering committee ($n = 44$), and receiving creativity and innovation consultation for course development ($n = 87$). Furthermore, UGA faculty ($n = 11$) nominated 17 courses for admission as elective courses of the ICCI, but some were not eligible because they were undergraduate courses. We expect to add more courses to

the list of electives, and possibly to the list of core courses, as we meet and work with faculty over the next few years.

Of the 563 graduate student respondents, 258 Masters, 11 Specialists, and 279 Doctoral degree-seeking students completed the survey. In response to questions gauging interest in taking creativity coursework, 42.7% of all respondents expressed being "...interested in pursuing an Interdisciplinary Certificate in Creativity & Innovation." To further elaborate as to why students want to receive the ICCI, the number of graduate students who responded yes to the following themes were: Important in their field ($n = 225$), concentration is required for their degree ($n = 43$), interest in facilitating creativity and innovation ($n = 207$), an enhancement of their CV ($n = 224$), learning more about creativity and innovation ($n = 239$), enhancement of their personal creativity ($n = 250$), and "Other" ($n = 8$).

Finally, to determine need, we obtained letters of support from potential employers in various fields (Appendix A2).

B. In addition, provide the following information:

- 1) Semester/Year of Program Initiation:
Fall 2013
 - 2) Semester/Year Full Implementation of Program:
Fall 2013
 - 3) Semester/Year First Certificates will be awarded:
Spring 2014
 - 4) Annual Number of Graduates expected (once the program is established):
8-20
 - 5) Projected Future Trends for number of students enrolled in the program:
20-50
3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

The student responses to the online survey indicated that 42.7% of the 563 respondents, or about 240 students, expressed interest in enrolling in the certificate. The level of enrollment in the program will be something for the steering committee to decide based on capacity of courses and demand. All of the current courses in the certificate program are existing courses that have met enrollment minimums. It is expected that the minimums will continue to be met through the enrollment of majors as well as certificate-seeking students.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

We do not have data to show what the level of minority student interest was as expressed through the survey, but we expect that the levels of minority student enrollments would be proportional to their enrollments in the student body.

4. *The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.*

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

The core courses required for the certificate are provided in the table below. Students will be required to enroll in 9 hours of core courses and 6 hours of electives from the approved list of electives. This is a preliminary list of suggested courses; some additional courses may be added in the categories during the year of planning before the first students are admitted, or some courses may be deleted as inappropriate for the certificate if there is not sufficient content applicable to the goals. Then, the steering committee will continue to solicit additional suitable courses, and faculty who expressed interest in developing courses with a focus on creativity and innovation will be encouraged to develop and submit those.

| Area Emphasis | Department | Course No. | Course Title | Course Description | Teacher of Record | Terms Available |
|---------------|------------|-----------------|---|---|---|-----------------|
| Core courses | **EPSY | 6990 8990 | Master's Seminar in Educational Psychology, Doctoral Seminar in Educational Psychology (1 hr) | Application of creativity theories and practices to the study of creativity itself. Individual research projects are introduced, brainstormed, vetted, and revised through the collaboration of the group members. Each semester also includes an adjacent focus on themes in creativity (e.g., interdisciplinary creativity, craftsmanship, collaboration, etc.) | Bonnie Cramond Director: Torrance Center for Creative Studies Professor: Educational Psychology | Ongoing |
| | **EPSY | 8220 | Theories of Creativity | Theory and research concerned with the creative process, creative problem solving, creative thinking abilities and their measurement, the creative personality, and environmental and classroom conditions that facilitate creative functioning and development. | Cramond | Fall |
| | **EPSY | 8160 (8230e) | Special Topics in Educational Psychology: Divergent and Creative Thinking | Overview of the cognitive basis of creative thinking. The Structure of the Intellect, the theory underlying the Torrance Tests of Creativity, and Associative theories are examined. The relationship of creative cognition with IQ is explored. Special attention | Mark A. Runco E. Paul Torrance Endowed Professor | Summer |

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| | | | is given to the fulfillment of creative potentials and methods for identifying creative individuals. | | | |
| Possible Electives | **EPSY | 8160 (8260) | Special Topics in Educational Psychology: Advanced Assessment of Creative Behavior and Potential | Overview of theories and methods related to the assessment of creative performance and potential. Students critique specific assessments for validity, reliability, and usefulness and develop their own methods for use in their research and work. | Runco | Spring |
| | EPSY | 7240 | Creativity: Instructional Procedures and Problem Solving Processes | Basic theory and practice of creative thinking techniques, including ideation strategies and group problem solving techniques. | Various | Spring |
| | ARED | 8450 | Art and Cognition | Interdisciplinary investigation of topics related to art and cognition ranging from visual thinking, creativity, metaphor, consciousness, and imagination to applications of the cognitive capacities of the arts in formal and informal educational settings. | Tracie Costantino Associate Professor of Art | Spring |
| | ARST | 7840 | Interdisciplinary Collaborative Art | Exploration and research of various topics using collaborative interdisciplinary methods that conjoin the fields such as literature, engineering, physics, and theater in collaborative teams. Encourages the thoughtful engagement of complex ideas through visual application, not limited to any single configuration or vocabulary of art. Collaborative teaching, visiting lecturers, and field trips create the dynamic learning environment. | Michael Oliveri Associate Professor of Art | Spring & Fall |
| | EADU | 8140 | Impact of Gender and Race on Learning in the Workplace | The effects of gender and race in the workplace, focusing on the field of adult education and related areas. The impact of sociological, economic, racial, and gender theories are analyzed. | Robert J. Hill Associate Professor: Lifelong Education, Administration, & Policy | Various |
| | *EDUL | 8250 | Designing Educational Learning Environments (2 hr) | The conceptual framework for employing modern technology in the design of schools. | | Summer |
| | *EDUL | 8260 | Designing Outside Learning Environments for Schools (2 hr) | Design of outdoor learning spaces for schools that fit curriculum specifications for playgrounds, nature trails, and other environments. | | Summer |
| | JOUR | 5990 | Seminar in Journalism: Entrepreneurial Journalism | Variable topics seminar to analyze processes and effects of journalism and to acquire specialized knowledge of specific journalism modes of presentation and production. | John F. Greenman Carolyn McKenzie and Don E. Carter Professor of Journalism | Fall |
| | ESCI | 6420 | Science for Early Childhood Education | Science content selection and organization, lesson and unit planning, science teaching and assessment materials, and the sociocultural construction of science | Deborah J. Tippins Professor: Mathematics and Science Education | Summer |

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| | | | knowledge by young children. | | |
| FDST | 4250/ 6250 4250L/ 6250L | New Food Product Development | New food product development, food constituents and functionality, ingredient functions and selection, sensory evaluation/application, dietary guidelines and food regulations affecting product development, new product development project management, protecting innovations, market testing. | Yao-Wen Huang Professor: Food Science & Technology | Spring |
| GEOG | 8450 | Geospatial Techniques in Landscape Analysis | Topics on geospatial analysis tools to display, analyze, model and visualize landscape characteristics. Aspects of geographic information systems, remote sensing, spatial analysis, geovisualization, landscape metrics, and landscape ecology will be included. | Marguerite Madden Director: Center for Geospatial Research Professor: Geography | Spring |
| LLED | 7732 | Classroom Discourse | Current theories and research on the pedagogical role of discourse in classrooms. | Ruth M. Harman Assistant Professor: Language and Literacy Education | Fall |
| LLED | 7504 | Reflective Practices in the TESOL Classroom: Poetry for Creative Educators | Students build on understanding of language and literacy development theory and research, learn to advocate for students and families, develop media and policy awareness to provide optimal learning environments for English learners, and conduct theory-based action research in their own classrooms in coordination with student teaching or internships. | Melisa Cahnmann-Taylor Associate Professor: Language and Literacy Education | |
| LLED/QUAL | 8590 | Arts-Based Inquiry in Diverse Learning Communities | Examination of techniques of arts-based scholarship to increase the value, validity, and impact of qualitative research for understanding culturally and linguistically diverse learning communities. Students will practice poetic, theatrical, and artistic data collection, analysis and representation. Students will develop focused expertise, fostering a rigorous critical community for arts-based scholarship. | Cahnmann-Taylor | |
| LLED | 8650 | Translingual Memoir | Translingual Memoir refers to autobiographical writings that revolve around an exiled or émigré writer's enforced adoption of a new language and/or the writer wrestling with one's own and another linguistic and cultural personal identity. Students will critically read published works and produce memoirs of their own. | Cahnmann-Taylor | |
| MGMT | 7310 | Innovation Management | Multi-disciplinary approach to the exploration of the management of innovative projects in incumbent companies. The course will provide | David Sutherland II | Spring & Fall |

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| | | | participants with frameworks and tools they can apply to enhance their abilities to manage the development and implementation of new ideas for business results. This topic will be approached from a global and process perspective. | Lecturer: MBA Programs | | |
| | MGMT | 7320 | Innovative Business Projects | Provides students with innovation frameworks and tools and practical experience in their use. Student teams will develop innovative solutions for real-world business projects and implementation proposals for the sponsoring company. | Sutherland | |
| | MNPO(SOWK) | 7423 | Innovation and Change in Nonprofit Organizations | Managing innovation and change in organizations is essential in a turbulent environment. This course builds understanding of the process of innovation, including key concepts, models, and techniques of change as well as practices for developing innovative organizations, transformational leadership, and creativity | Krsitina Jaskyte Bahr Associate Professor: Social Work & Nonprofit Organizations | Spring |
| | SPAN | 8100 | Poetry and Poetics | Poetry and poetics from Spain and/or Spanish America, which may include Latino/a poetry and poetics in the United States. Given in Spanish. | | Fall |
| Courses suggested for development | EPSY | | Creativity and Innovation | | Runco | |
| | | | Applied Project in Creativity and Innovation | | | |
| | | | Independent Study in Creativity & Innovation | | | |

Note: * indicates course(s) that is not a 3-hour course
 ** indicates course(s) expected to be cross-listed with PSYC

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

(See Table above. All courses listed in the Core and as Electives exist. The courses listed in the section at the bottom are ones that faculty have suggested for development or are in the process of developing.)

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

There are not many programs with certificates or majors in creativity and innovation, although there is a growing interest in creativity. The programs that do exist are, for the most part, business programs and do not have the interdisciplinary scope of the ICCI.

These include certificate programs at Drexel University Goodwin College of Professional Studies, Fairleigh Dickinson University, Kennesaw University, Washington University in St. Louis, The University of Texas at Austin, UC Berkeley Center for Executive Education, MIT-Sloan, and Poole College at North Carolina State. There are only two universities in the United States with degrees that focus on Creativity Studies. The International Center for Studies in Creativity at Buffalo State, SUNY, has a certificate program and an M.S. in creative studies. When their programs were up for review, Dr. Cramond—as the current Director of the Torrance Center and leading scholar in creativity research—was called in as an expert to conduct the external review. The only existing Ph.D. program that focuses on Creativity Studies is at Saybrook Institute, and they have requested collaboration with our program.

The Interdisciplinary Certificate in Creativity and Innovation at UGA differs from all of the above in offering both content on creativity research and methods that include the latest research in the field and a focus on interdisciplinarity. The ICCI will be comparable to other certificate programs at UGA in the number and types of courses offered.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

N/A

5. *Faculty resources must be adequate to support an effective program.*

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

The instructors of the core creativity courses are two internationally renowned scholars in the field of creativity. These courses are already offered regularly and will not require additional faculty.

The faculty for the electives will be from the different colleges and departments as indicated. As indicated in the table, there are several faculty members from different disciplines who have submitted existing courses for the certificate. However, as indicated by response to the survey, many additional faculty members are considering nominating courses or creating courses for the list. These faculty members will be vetted by their departments for expertise to teach the offered courses. The steering committee will ensure that the quality of the courses and the level of instruction are kept up to standards through working with the various departments that offer the courses and examining student evaluations. At the onset, the certificate will offer the courses in the table, which are already scheduled to occur. These courses are being prepared for cross-listing so that they will not have prerequisite courses, thus facilitating student enrollment from diverse degrees. While most of the core courses will be housed within the

Educational Psychology Program initially, the elective courses are to be offered by faculty from different programs, departments, and colleges. We hope to increase the number and variety of elective courses by reaching out to faculty to nominate or create suitable courses.

B. In addition, for each faculty member directly involved in this program, list:

It would make this a very long document to include the following qualifications for every faculty member who will be involved in this university-wide interdisciplinary program, so the information is given for the two key faculty who will teach the core courses: Bonnie Cramond and Mark Runco (See Table below). Faculty C.V.s will be vetted by the steering committee and kept on file for all faculty members who teach courses that are included in the certificate program and/or who are on the steering committee.

| 1) Name, rank, degrees, academic specialty, educational background | |
|---|--|
| <ul style="list-style-type: none"> • Bonnie Cramond • Professor • Specialty in the Educational Psychology of Giftedness and Creativity • Ph.D. EPSY, The University of Georgia, Concentration in Gifted and Creative Education, *studied with E. Paul Torrance • M.Ed. Educational Administration, The University of New Orleans • B.A., Education, University of New Orleans | <ul style="list-style-type: none"> • Mark A. Runco • E. Paul Torrance Endowed Professor, Gifted and Creative Education • Creativity Cognition and Psychometrics • Ph.D., Psychology, Claremont College • M.A., Psychology, Claremont College • B.A., Psychology, Claremont Men's College |
| 2) Special qualifications related to this program | |
| <ul style="list-style-type: none"> • Director, Torrance Center for Creativity & Talent Development • Editorial Board: <i>Creativity Research Journal, Journal of Creative Behavior</i> • 30+ years of study in the field; journal articles and a book in creativity research • National and international speaker on creativity • Instructor of graduate courses in creativity • Founding member of the interdisciplinary team that has been designing the art-creativity-engineering classes offered for the last four years. | <ul style="list-style-type: none"> • Editor: <i>Creativity Research Journal</i> (1988-Present) • Co-Editor: <i>Encyclopedia of Creativity; Journal of Creative Behavior, Creativity and Innovation Management; Psychology of Aesthetics, Creativity, and the Arts</i> • Editorial Board: <i>Frontiers in Educational Research; Kindai Management Review: Bulletin of the Institute of Creative Management and Innovation</i> • 30+ years of study in the field; extensive list of articles and books in creativity research • National and international speaker on creativity • Instructor of graduate courses in creativity |
| 3) Relevant professional and scholarly activity for past five years | |
| <ul style="list-style-type: none"> • 21 publications related to creativity in books, journals, and encyclopedias • Recognitions <ul style="list-style-type: none"> • 2012 Global Panel--International Award for Innovation American Institute of Innovation & Entrepreneurship • 2012 American Creativity Association, 2012, Board of Directors • 2010 Future Problem Solving Bowl International, Appointed to Advisory Board • 2010 Japan Creativity Society, Appointment and Keynote Speaker • 2009 Torrance Creativity Award, Creativity | <ul style="list-style-type: none"> • 16 peer-reviewed articles • 7 books • 54 chapters in books • Recognitions <ul style="list-style-type: none"> • 2011 Claremont McKenna College Psychology Alumnus of the Year • 2011 Steinecker Lecturer, University of Regina, Canada • 2011, Discovery Museum, Center for Childhood Creativity (San Francisco), Advisory Board • 2011, Center for Creativity & Innovation Studies, National Chengchi University (China), Advisory Board |

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|---|---|
| Division of the National Association for Gifted Children | <ul style="list-style-type: none"> • 2011, Institute for Creative Management & Innovation, Kinki University, Japan, Board of Directors |
| 4) Projected responsibility in this program and required adjustments | |
| <ul style="list-style-type: none"> • Administrator of program and instructor of 2-3 core courses • No adjustment needed. Dr. Cramond currently receives one course release during the academic year and one summer unit for serving as Director of the Torrance Center. Additional personnel who work in the Torrance Center, the Assistant Director and the Events Planner will assist with administrative duties. | <ul style="list-style-type: none"> • Steering committee and instructor of 2-3 core courses <ul style="list-style-type: none"> • No adjustment needed |

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

At this point, there is no plan to add additional faculty for the courses included in the certificate program.

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.

Students enrolled in the graduate certificate program will have the library resources afforded to all UGA students. Due to the efforts of Dr. E. Paul Torrance, called the Father of Creativity, the University of Georgia has one of the largest collections of creativity materials in the world. In addition to regular library holdings, there are materials deposited by Torrance in the Hargrett Rare Books Collection. Finally, there is a good collection of books and materials in the Torrance Center for Creativity and Talent Development. The leading journal in the field, *The Creativity Research Journal*, is edited by Dr. Mark Runco, the Endowed Torrance Professor, Creative Studies & Gifted Education. The library carries other leading journals in creativity and innovation research such as the *Journal of Creative Behavior*; *Journal of Creativity, Aesthetics, and the Arts*; *Creativity*; *Information Systems - Creativity and Innovation in Small and Medium-Sized Enterprises*; *Creativity and HCI: From Experience to Design in Education*; *Review of Management Innovation & Creativity*; *Artificial Intelligence Applications and Innovations*; *Innovations in Education and Training International*; *Methodological Innovations on Line*; *Innovate*; *Digital Creativity*; *Advertising Age's Creativity*; *Thinking Skills and Creativity*; *Journal of Creativity in Mental Health*; *Creativity and Innovation Management*.

Together the UGA Library System owns over 4.6 million volumes and 6.6 million microform units, and we subscribe to over 7,000 print journals. We provide online access to over 48,000 electronic full-text journals, and approximately 400,000 full-text e-books.

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

As the courses listed as core and elective courses in the table are already in existence, no new computer equipment, instructional equipment, laboratory equipment, research support resources, etc., are anticipated.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

All of the current courses available for the Interdisciplinary Certificate in Creativity & Innovation have already been scheduled in their proposed classrooms. The implementation phase of the certificate will only require an office for the requested Graduate Assistantship assigned to take care of the day-to-day logistics of the courses and their faculty. The Torrance Center can provide such an office.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

| | Year 1 | Year 2 | Year 3 |
|--------------------------|---------|---------|---------|
| (1) Personnel | \$0 | \$0 | \$0 |
| (2) Operating Costs | \$1,000 | \$1,000 | \$1,000 |
| (3) Capital Outlays | \$4,000 | \$2,000 | \$2,000 |
| (4) Library Acquisitions | \$0 | \$0 | \$0 |
| (5) Total | \$5,000 | \$3,000 | \$3,000 |

The operating costs and capital outlay (advertising) outlined above represent the funding needed to fully implement the program. In Year 1 of the program, the Torrance Center for Creativity and Talent Development will cover the operating costs and capital outlay. It is anticipated that revenue generated from the program and participating programs will fund Years 2 and 3 of the program.

Therefore, no new or dedicated sources of additional funding are required to support the program.

B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

The students who will enroll in the certificate program will be enrolled graduate students in various departments around the university or non-degree students enrolled through the graduate school. There is not currently any plan to offer additional support to students other than what they may already have.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

A. Identify the sources of additional funds needed to support the program and the probability of their availability.

The only possible additional funding that may be needed at this time is the money requested for operating costs and advertising of the certificate program. Perhaps the participating programs could contribute funds for this. With cutbacks across campus, it is not likely that departments have funds to expend on this. If funds cannot be garnered, another possibility is that the certificate may be advertised through existing institutional communication venues without cost—magazines, newsletters, the student newspaper, email, and the university and college websites.

We have received in-kind donations of classroom space and promotion from the Center for Teaching and Learning for faculty professional development seminars in classroom creativity and faculty who seek guidance in aligning potential courses with the mission of the ICCI.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

At this time, we do not foresee the need for additional or expanded facilities.

10. *Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*

A. Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

The certificate will be administered through the Torrance Center for Creativity and Talent Development, currently headed by Bonnie Cramond, Director; assisted by Sarah Sumners, the Assistant Director, and Elizabeth Brantley, the Event Coordinator. Records will be kept on the students enrolled in the certificate and their progress through the required and elective courses. Dr. Cramond will be responsible for notifying the appropriate offices of a student's completion of the certificate requirements so that it is awarded at graduation. Interdisciplinary steering committee members will be expected to donate their time to the decision-making components of the certificate, such as recruiting and admitting students to the certificate program, vetting suggested courses and instructors, and advising students about the certificate requirements. Dr. Cramond will be responsible for calling meetings for the steering committee and chairing them. These procedures are in line with the administration procedures of other certificates at UGA, except that the steering committee will be more interdisciplinary, representing faculty from different colleges, schools, and departments.

11. Admission to the Program

The program is designed for currently enrolled graduate students in good standing who are matriculated in Masters, Doctoral, Professional, and Specialist degree programs. Additionally, non-degree applicants may apply for this certificate program as well after applying to the Graduate School for admission as a non-degree student. Graduate School requirements for non-degree applicants include: application to the Graduate School, submission of transcripts where a degree was obtained, and a TOEFL score if the applicant is international. Admission to the program would be granted through application to the Steering Committee of the Interdisciplinary Certificate in Creativity and Innovation Program with the expressed permission of the student's major advisor or graduate program coordinator. Bonnie Cramond, Garrett Jaeger, and Sarah Sumners will develop an application form based on other certificate applications and present it to the Steering Committee for approval. When approved, it will be placed on the ICCI web site. Also, we will request that departments involved in this program have a link on their websites that will take them to the information about the certificate program.

The Steering Committee will review and accept or deny applications. Upon acceptance, the student must submit a proposed program of study, which will be reviewed for approval by the Director and/or Assistant Director for additional signature approval by the student's major advisor or graduate program coordinator. For non-degree graduate students, approval by the Director and/or Assistant Director will suffice since a non-degree student will not have an advisor. The academic standards will be the same as the Graduate School's: the student must maintain a 3.0 GPA in all certificate courses. The graduate certificate will be awarded to students meeting the certificate requirements upon completion of their UGA graduate degree; for non-degree seeking enrolled graduate students, the certificate will be awarded following successful completion of the certificate requirements and approval of the Steering Committee. The Director shall notify the Graduate School, on an annual basis, concerning students who have fulfilled certificate requirements. The Director, Assistant Director, and the Steering Committee will annually conduct assessment of the certificate program.