



## gtPATHWAYS COMPETENCY: CREATIVE THINKING

Required in gtPathways Categories: [MA1](#), AH1, AH2, AH3

### *Criteria for Creative Thinking*

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

### *Student Learning Outcomes (students should be able to...):*

#### Demonstrate Originality and Ingenuity

- Form an exemplar that meets specifications as indicated by the context and that expresses a personal interpretation.

#### Take Risks

- Go beyond the original parameters of an assignment by introducing new materials, tackling controversial topics, and/or advocating ideas or solutions within the context of the discipline

#### Solve Problems

- Articulate the rationale for selecting a given solution to the problem.
- Recognize consequences of their suggested solution the problem.

#### Embrace Contradictions

- Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

#### Think Innovatively

- Creates an innovative or unique idea, question, format, or product that pushes existing boundaries.

#### Connect, Synthesize, and Transform Ideas

- Connect/synthesize ideas or solutions into a coherent whole work.

**Comment [IKM1]:** Math faculty made a note that this competency is “kinda cool” and “maybe include” in MA1? Math faculty, you can certainly do that. Just let us know!





**CREATIVE THINKING RUBRIC**

*This rubric is meant to be an optional course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	3	2	1
<b>Demonstrate Originality and Ingenuity</b>	Creates an entirely new object, solution, or idea that is still an appropriate exemplar as indicated by the context.	Successfully adapts an appropriate exemplar to his/ her own specifications as indicated by the context.	Successfully reproduces an appropriate exemplar to his/ her own specifications as indicated by the context.	Reproduces an exemplar but it is not well suited to the indicated context.
<b>Take Risks</b>	Actively seeks out and follows through on untested and inventive approaches including new material, controversial topics, and/or innovative ideas or solutions to extend but still address the parameters for the work.	Incorporates new material, controversial topics, and/or innovative ideas or solutions to the work while addressing the parameters for the work.	Considers new material, controversial topics, and/or innovative ideas or solutions which address but do not extend beyond the parameters of the work.	Stays strictly within the parameters of the work with limited use of new material, controversial topics, and/or innovative ideas or solutions.
<b>Solve Problems</b>	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem while considering consequences of solution and can articulate reason for choosing solution.	Considers and rejects less acceptable approaches to solving the problem while still developing a reasonable solution. Considers consequences of the solution and attempts to articulate a reason for choosing the solution.	Only a single approach is considered and is used to solve the problem and fails to consider consequences of the solution. Minimal attempt is made to address reasons for choosing solution.



	4	3	2	1
<b>Embrace Contradictions</b>	Fully integrates alternate, divergent, or contradictory perspectives or ideas when shaping the work.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way when shaping the work.	Recognizes the value of alternate, divergent, or contradictory perspectives or ideas in a small way when shaping the work.	Acknowledges alternate, divergent, or contradictory perspectives or ideas when shaping the work.
<b>Think Innovatively</b>	Extends an innovative or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an innovative or unique idea, question, format, or product that pushes existing boundaries.	Experiments with creating an innovative or unique idea, question, format, or product within existing boundaries.	Reformulates a collection of available ideas that represents a safe approach.
<b>Connect, Synthesize, and Transform Ideas</b>	Transforms ideas or solutions into entirely new forms to create a coherent whole work.	Synthesizes ideas or solutions into a coherent whole work.	Connects ideas or solutions in meaningful ways in an attempt to develop a coherent whole work.	Recognizes existing connections among ideas or solutions but lacks cohesion.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at <http://www.aacu.org/value-rubrics>. The Interstate Passport Initiative Learning Outcomes can be accessed at <http://www.wiche.edu/passport/learningOutcomesCriteria>.