A - New Course Proposal : Entry # 3683

DEAN Decision

Approved

Date

09/07/2026

Is this course intracollegiate or intercollegiate?

Intercollegiate

SCHOOL EPC Decision

Approved

Date

10/06/2026

GEC Decision

Approved

Date

10/28/2026

APIRC Decision

Approved

Date

10/30/2026

Begin Form

Today's Date

09/06/2026

Your Name:

Caitlyn Baldwin

Your Email:

cbaldwi1@highpoint.edu

Are you a Department Chair?

No

Department Chair Name

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Doug Brown

Email address of your Department Chair

dbrown@highpoint.edu

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

When should this proposal take effect?

Fall 2027

Information for the Registrar

Choose the department designator from the list below.

DIS

Proposed Course Number?

1000 need number to be assigned by registrar

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

The Creative Individual: Creativity, Emotional Intelligence, and Professional Growth

Write the catalog description of your proposed course:

This interdisciplinary seminar explores creativity as a practical approach to college success, professional development, problem-solving, and personal growth.

The course invites students to challenge the assumption that creativity belongs only to artists. Students will explore how creativity includes recognizing possibilities, making connections, responding to uncertainty, understanding people, generating solutions, and improving ideas through experimentation and feedback.

No previous artistic experience is expected or required. Students will examine how creative thinking and emotional intelligence contribute to academic achievement, effective relationships, leadership, career readiness, and lifelong learning.

How many credit hours will this course be?

4

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How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Yearly

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Gen Ed and Academic Programs

Is this course part of Gen Ed?

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Intellectual Discovery [DIS]

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review

Rationale and evidence for new course's consistency with departmental mission:

This course aligns with the High Point University Department of Theater and Dance's commitment to fostering creativity, collaboration, communication, and personal responsibility through experiential and reflective learning.

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List all student learning outcomes for this course.

General Education Learning Outcomes
Upon successful completion of the course, students will be able to:

General Education Learning Outcome 1: Teamwork
Demonstrate the ability to operate in a constructive team environment.
Students will communicate effectively within teams, establish shared expectations, contribute reliably to group responsibilities, listen to and consider multiple perspectives, navigate disagreements constructively, respond to feedback, and reflect on their individual contributions to collective work.

General Education Learning Outcome 2: Integrative Learning #2
Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.
Students will identify meaningful connections among concepts from creativity studies, emotional intelligence, design thinking, professional development, and at least one additional academic or professional field. They will use these connections to analyze an authentic problem, develop possible responses, evaluate alternatives, and create an evidence-informed solution.

Course Specific Student Learning Outcomes
By the end of the course, students will be able to:
1. Apply creative thinking strategies to academic, interpersonal, professional, and community-based challenges.
2. Demonstrate adaptability by modifying plans, strategies, or perspectives in response to changing conditions and new information.
3. Apply resilience and growth-mindset practices when responding to setbacks, uncertainty, mistakes, and difficult feedback.
4. Use emotional intelligence to increase self-awareness, regulate responses, demonstrate empathy, manage relationships, and make responsible decisions.
5. Demonstrate coachability by seeking, interpreting, and applying feedback to improve a project, behavior, or professional practice.
6. Build productive relationships through active listening, respectful communication, collaboration, reliability, and perspective-taking.
7. Establish sustainable habits that strengthen motivation, work ethic, accountability, and progress toward academic and professional goals.

List any units or content areas that will be required for all sections of this course.

Unit 1: Creativity and Intellectual Discovery
Unit 2: Self-Awareness and Emotional Intelligence
Unit 3: Habits, Motivation, and Work Ethic
Unit 4: Growth Mindset, Resilience, and Adaptability
Unit 5: Relationship Building and Teamwork
Unit 6: Coachability, Feedback, and Revision
Unit 7: Creativity Across Disciplines
Unit 8: Professional Identity and Future Growth

List any assignments, tests, or other assessments that will be required for all sections of this course.

Major Assignments
Participation & Professional Dispositions

Ongoing assessment of professionalism, engagement, teamwork, coachability, and work ethic.

Creative Practice Journal

Weekly reflective journal connecting course concepts to personal growth and experiences.

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Curiosity Expeditions

Experiential learning activities outside students' normal routines with accompanying reflections.

Creative Habit Experiment

Semester-long habit development project focused on motivation, accountability, and self-improvement.

Discussion Participation

In-class discussions, discussion boards, peer feedback, and collaborative dialogue activities.

My Current Why Presentation

Short presentation exploring personal values, goals, interests, and motivation.

Interdisciplinary Connection Brief

Analysis of how creativity and course concepts connect across multiple disciplines or fields.

Freshman Experience Innovation Project

Major interdisciplinary team project addressing a real-world problem through creative problem-solving.

Professional Disposition Portfolio

Final portfolio documenting growth in adaptability, resilience, relationship building, motivation, emotional intelligence, coachability, growth mindset, and work ethic.

Creative Professional Growth Plan

Final reflection and action plan for continued personal, academic, and professional development.

List any readings or other materials that will be required for all sections of this course.

Readings will vary-
Suggested Readings:
Rick Rubin’s The Creative Act
Twyla Tharp’s The Creative Habit
Julia Cameron’s The Artist’s Way

List any course policies that will be required for all sections of this course.

Grading Scale: The student will be graded on the following point system:
A+ 1000 – 980 A 979 – 950 A- 949 – 900
B+ 899 – 880 B 879 – 840 B- 839 – 800
C+ 799 – 780 C 779 – 740 C- 739 - 700
D+ 699 – 680 D 679 – 640 D- 639 – 600
F 599 & below

A = Work of Excellence
B = Work of Very Good Quality

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C = Work that Meets Class Requirements D = Work of Poor Quality
F = Unsatisfactory Work

Empathy – We are here to look at the world through the eyes of another. We are here to allow ourselves to value other perspectives. We listen to each other. We respect ideas that conflict with our own. We know that the best work often requires courage and vulnerability. We work together and support one another at all times.

Final Exam: The final exam time is a university determined meeting time. The University requires that the professor hold the exam at that time and not other. No student may be allowed to reschedule the exam unless they meet the University's exception rule (they already have two other exams on the same day). If the student wishes to take the exam at another time, they must have permission from the Provost of the University.

Communication: The best tool to communicate outside of class is email. During the week, please allow 24 hours for a response. The professor will monitor email and respond by the end of the day as they are able. Please note: during production weeks, response time may be delayed slightly. The professor will not respond to emails received over the weekend until Monday morning.

The professor will make every effort to provide timely feedback and grades on projects via Blackboard.

Projects, feedback, and class actives can be accessed through Blackboard.

Course Integrity: Much of this class is dedicated to practicing the skills covered in this class. This class and its schedule have been planned to require a rigorous approach to mastering these skills.

High Point University follows the federal definition of a credit hour: not less than 50 minutes of classroom faculty instruction and a minimum of two (2) hours out-of-class student work each week for approximately fifteen weeks per credit hour. Because this class is a four (4) credit hour course, the class is designed to meet for 200 minutes per week with the student completing a minimum of eight (8) hours of out-of-class work on this class per week.

Late Work: Assignments will be considered late if they are not submitted by the deadline indicated on Blackboard. Please keep up with deadlines!! Should you need to submit something late, please communicate with me in advance. Zeroes will be entered on blackboard until an assignment is submitted.
5 points will be deducted for each class period an assignment is late.
Discussion posts will be assigned periodically throughout the semester. No late credit will be given for late or missing discussion posts.

Assignment Submissions: Please submit your work digitally via blackboard. Should you encounter an issue with blackboard, please email me as soon as possible.
At times you will be asked to bring a copy of your work to class. Please make arrangements to print prior to class time.

Appendix 1: Syllabus Statements

CLASSROOM POLICIES

PROFESSIONALISM IN THE CLASSROOM
Professional Behavior: High Point University students have a responsibility to uphold the University Honor Code, Conduct Code,

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and all other rules and processes as noted in the Undergraduate Bulletin and the Student Guide to Campus Life. These rules apply to the entirety of the campus, especially in academic spaces (e.g., classrooms, faculty offices). You are responsible for being fully aware of the contents of these documents.
• Behaviors or methods of communications that hinder an “environment that encourages the exchange of ideas and the intellectual and creative development of faculty and students” (Mission of the School of Arts and Design) will be addressed immediately and tracked via Panther Success Network. The degree of offense could include civility education, withdrawal from the class, or expulsion. The School of Arts and Design partners with the Office of Student Life in dealing with these concerns.
• Plagiarism, cheating, etc. will not be tolerated. When in doubt, always ask before submitting an assignment, project, exam, or any other product to be evaluated. Procedures, consequences, etc. may be found in the Student Guide to Campus Life.

Intellectual Property: Please note that all materials distributed in this course are the intellectual property of the professor. This includes exams, study guides, presentations, handouts, and assignment/project instructions. These materials are meant solely for the students in this classroom. The posting or sharing of these materials is prohibited and considered a violation of the Honor Code.

Course Evaluations: All students are expected to complete course evaluations in the week preceding final exams. These evaluations, which are delivered online, are an important part of HPU’s assessment program. They help faculty identify areas that need improvement and confirm to faculty what is working well. Your cooperation in completing them is greatly appreciated. You will receive information from the Office of Institutional Research and Assessment near the end of the semester regarding the process of completing online evaluations.

Emotional Support Animals: Only service animals are permitted in academic spaces. ESA’s must be kept in the student’s residence and outside only to exercise and relieve themselves. ESAs in training are also not permitted in spaces outside the owner’s residence hall. Note that some studios/classrooms use toxic materials that spill on the floor that would be very harmful to your pet.

Final Exams/Presentations: Students must complete their final exam/presentation on the stated date and time provided by the University. Only under extreme circumstances will this policy be reconsidered. OARS and the dean of the School of Arts and Design are the only two entities who may approve of any changes to your exam schedule. Documentation will be required. Falsified documentation will be reported as an Honor Code violation.

University Attendance Policy
High Point University values highly the in-person learning experience where students and faculty engage in the learning process on a consistent and regular basis. Attendance in all classes, laboratories, and other appointments is expected of all students.

If for any reason, a student reaches a point at which they will not have attended a minimum of 75% of the class’s scheduled meetings, the faculty will withdraw the student from the course. If this occurs before the University’s official withdrawal date, the student will receive a grade of W. If this occurs after the official withdrawal date, the student will receive a grade of WF, which counts as a grade of F in the calculation of a student’s grade point average. This level of absence indicates that the student has not received the full learning experience offered by High Point University and is thus non-negotiable and will not be subject to appeal.

Course-specific absence policies, which may be more restrictive than the University policy, are the prerogatives of each instructor. Specific standards for attendance and the penalties for lack of attendance will be documented in course syllabi. Explanations for absences may be required by the instructor. Students are responsible for all course material and content missed.

Procedure
1. Faculty, at minimum, raise a flag in Starfish after the student has missed 10% of the class and then again after missing 20% as warnings to a student that he/she may be in danger of violating the attendance requirements. The flag is received by the student and their advisor(s), who should meet to discuss strategies for success. Note that half-semester, 1-credit courses will only allow

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two absences, meaning that after the second flag, a student cannot miss any other classes.
2. Once a student has missed 25% of a course, the instructor contacts the Senior Director of Academic Services (Jennifer Grider) for the Involuntary Withdrawal Form.
3. Faculty complete and return the form to the Senior Director of Academic Services.
4. The Senior Director notifies the student, advisor, registrar, and any other unit as appropriate (e.g. Athletics, Business Office, Student Life) that the student has been withdrawn from the course. If before the date of withdrawal (in the 9th week), the student receives a grade of W; if after date of withdrawal, the student receives a grade of WF, which has the same effect as an F on the student's record.
5. There are no appeals other than those challenging procedure.

Note: Students approved for the absence accommodation through the Office of Accessibility Resources and Services (OARS) should reference their Consideration for Absences agreement; this agreement is not retroactive and does not supersede the University's attendance policy.

Maximum number of Absences
Course Schedule Full Semester Half Semester Summer (4 week)
3 days per week 11 5 5
2 days per week 7 3 -
1 day per week 4 2 -

RESOURCES
Starfish: High Point University cares about your success! Our university uses Starfish to help signal to you and others on campus when you may need additional support to achieve academic success in your courses. As your professor, when I observe situations in which you are struggling with assignments or tests, seem disengaged from class, or even in distress, I will raise a Starfish flag to notify you of my concern. I may also refer you to your academic advisor, or another support resource on campus. Raising flags and connecting you to others at HPU is important in helping ensure your academic and personal success as a student.

If you receive a notification (text or email) that I have raised Starfish flags, it is time for you to take action!

Flags do not directly affect your grade or carry any punitive consequence, but they are intended to signal that you need to make some changes in how you are approaching your coursework. Please pay attention to these emails and texts and take action by seeking assistance and support from others. Some possible next steps, are to meet with me (the professor), schedule an appointment with your Academic Advisor of Success Coach, or sign up for HPU tutoring.

I may also periodically raise congratulatory Starfish kudos when you're doing really well. Starfish can be accessed by logging into https://mysuccess.highpoint.edu/ . Overall, Starfish is a useful and easy way to communicate and connect with me, your other professors, your Academic Advisor or Success Coach, and support staff or resources on campus!

Students with Disabilities: High Point University is committed to ensuring students with disabilities have equal access to all services and benefits at High Point University in accordance with its obligations under the Americans with Disabilities Act of 2008 and Section 504 of the Rehabilitation Act of 1973. If you require accommodations due to a diagnosed disability, you must register with the Office of Accessibility Resources and Services (OARS) and submit appropriate medical documentation. Typically, following the registration process, a student will engage in an interactive process with OARS to provide a clear understanding of the student's disability-related functional limitations and how the requested accommodations will provide equal access. OARS staff (in conjunction with HPU faculty members, at times) will determine appropriate individualized accommodations to provide equal access to the student without fundamentally altering the academic or professional standards of the program of study.

Accommodations are not retroactive; therefore, students with approved accommodations should request notifications be sent to instructors at the beginning of a course, or as soon as the student has been approved for accommodations. Students must be able

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to perform the standards outlined in the course or program of study with or without reasonable accommodations. If a student, with or without reasonable accommodation, cannot satisfy the standards of the program of study, then the student may be separated, discontinued, or dismissed from the program.

For more information regarding the process of requesting and implementing reasonable accommodations, please visit www.highpoint.edu/oars. You may also contact OARS at oars@highpoint.edu or by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4th Floor of Smith Library.

HPU Writing Center: Writing Center consultants are kind, careful, and responsive readers for all High Point University writers (student, faculty, or staff) at any stage of the writing process. We help with everything from assignment comprehension to drafting to revising. However, we do not write or edit papers for clients. Instead, we work alongside them to develop strategies for improving their writing regarding their respective assignments, expectations, and writing needs/ styles. We see writing as both an individual process of learning and a life skill in need of cultivating and refining. We are trained student mentors who lead campus workshops and participate in professional conversations about writing all the while promoting critical thinking, self-sufficiency, and problem-solving in writing. We are available in a variety of locations and times across campus Monday through Friday.
Go to www.highpoint.mywconline.com/ to make an appointment. Appointments can only be made through this online portal.

To learn more about us, visit www.highpoint.edu/english/writing-center/ or contact writingcenter@highpoint.edu and follow us on Instagram @hpuwritingcenter. The Writing Center is directed by Dr. Justin Cook (jcook3@highpoint.edu.)

TITLE IX: As a faculty member, I support a safe, violence-free campus. If you or someone you know experiences stalking, intimate partner violence, sexual assault, or sex/gender-based discrimination please know, you are not alone. There are resources that can help:

Title IX Coordinator
http://www.highpoint.edu/title-ix/
336-841-9138

You can also report using the online complaint form.
https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20

Confidential
The Office of Counseling Services
http://www.highpoint.edu/counseling/
Business Hours: 336-888-6352
After Hours: 336-841-9 111 (Referred by Security)

Student Health Services
Student Health Services provides general health services in a supportive, student-centered environment.
Business Hours: Monday-Friday 8 a.m. to 5 p.m. | 1300 University Parkway (Parkway Commons)
Phone: 336-841-4683
studenthealth@highpoint.edu

Minister to the University
Oversees the University's Christian and interfaith initiatives and is passionate about helping people of all religious backgrounds discover the depths of faith, hope, and love in their own lives and stories.
Hayworth Chapel
Phone: 336-841-9241
Rev. Dr. Preston Davis: pdavis@highpoint.edu

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Counseling Services: Students may sometimes experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, substance use concerns, feeling down, or loss of motivation. Counseling Services is here to help year-round with these or other concerns you may experience. These services are covered in your student fees and are confidential. You may reach Counseling Services by calling 336-888-6352 or check out their website at www.highpoint.edu/counseling. Office hours are Monday-Friday from 8:30-5:00. Follow them on Instagram (@pantherprevention).

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

n/a

Sample Syllabus

- DIS-Course-Proposal-DRAFT-The-Creative-Individual.pdf