
CREATIVE & INNOVATIVE THINKING (CRE) DESIGNATION RUBRIC

Master Definition

Creative & Innovative thinking is students' abilities to connect ideas in novel ways, take intellectual risks, embrace multiple perspectives, or transform their learning into innovative solutions for complex challenges.

SUB-THEME DEFINITIONS

Connecting Ideas in Novel Ways: The ability to synthesize knowledge, concepts, or methods from within or across disciplines to form new relationships, patterns, or approaches that go beyond simple combination or juxtaposition.

Taking Intellectual Risks: The willingness to venture beyond conventional approaches, explore untested methods, engage with uncertain outcomes, or pursue original ideas even when success is not guaranteed.

Embracing Multiple Perspectives: The active incorporation of diverse viewpoints, disciplinary lenses, cultural frameworks, or contradictory ideas to enrich understanding and generate more comprehensive or innovative outcomes.

Transforming Learning into Innovative Solutions: The application of knowledge and skills to address complex, open-ended problems through original approaches that demonstrate both disciplinary understanding and creative problem-solving.

COURSE EVALUATION RUBRIC

Instructions: Courses must demonstrate substantial evidence in **at least 3 of the 4 criteria** with clear alignment to course assignments, assessments, and learning outcomes as evidenced in the syllabus.

Criterion	Does Not Meet (0)	Meets (1)	Exemplary (2)
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Connecting Ideas in Novel Ways	Syllabus shows no evidence of assignments requiring synthesis across sources, concepts, or methods. Content remains siloed within single perspectives or approaches.	Course includes at least one substantial assignment requiring students to synthesize information from multiple sources, perspectives, or methodologies. Learning outcomes explicitly address synthesis or integration.	Multiple assignments progressively develop synthesis skills. Clear evidence of interdisciplinary connections, cross-contextual application, or integration of diverse knowledge domains. Assessment criteria specifically evaluate originality of connections.
Taking Intellectual Risks	All assignments have single correct answers or predetermined outcomes. No opportunities for student choice in approach or topic. Safe, conventional assignments only.	Course includes at least one assignment that allows students to explore uncertain outcomes, choose their own approach, or pursue original directions. Syllabus indicates acceptance of well-reasoned "failure" or iteration. Grading criteria reward thoughtful risk-taking.	Multiple opportunities for intellectual risk-taking throughout the course. Explicit encouragement of experimentation, iteration, and learning from failure. Assessment values process and reasoning alongside outcomes. Clear scaffolding supports progressive risk-taking.
Embracing Multiple Perspectives	Course presents single disciplinary viewpoint. No engagement with alternative perspectives, contradictory ideas, or diverse frameworks. Assignments do not require consideration of multiple viewpoints.	Course materials or readings present multiple perspectives. At least one assignment requires students to consider, compare, or incorporate alternative viewpoints or contradictory ideas. Learning outcomes address perspective-taking.	Systematic integration of multiple perspectives throughout course. Assignments require students to actively synthesize or reconcile divergent viewpoints. Assessment criteria evaluate depth of engagement with diverse perspectives. Course structure promotes dialogical or dialectical thinking.

Transforming Learning into Innovative Solutions	Assignments are primarily reproductive (tests, traditional papers restating existing knowledge). No application to authentic problems or creative challenges. Focus on knowledge recall rather than application.	Course includes at least one significant project or assignment where students must apply learning to address a complex, open-ended problem. Problem allows for multiple valid solutions or approaches. Assessment criteria reward originality of solution.	Capstone project or multiple assignments require innovative application of course concepts to authentic, complex challenges. Problems are structured with no single solution. Assessment explicitly evaluates innovation, originality, and quality of creative problem-solving. May include real-world partnerships or authentic audiences.
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OVERALL CRE DESIGNATION DECISION

Total Points: _____ / 8

• **0-2 points:** Does Not Qualify for CRE Designation • **3-4 points:** Qualifies for CRE Designation (Minimum threshold - must show substantial evidence in at least 3 criteria) • **5-8 points:** Strongly Qualifies for CRE Designation

Committee Notes/Rationale:

Reviewer Name: _____

Date: _____

Course Being Evaluated: _____

Recommendation:

- ☐ Approve CRE Designation
☐ Deny CRE Designation
☐ Request Revisions
