

SEP 10 2010

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-33e.	AP 11/9/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Bob Begg / <i>John Benhart</i>	Email Address bobbegg@iup.edu
Proposing Department/Unit Geography and Regional Planning	Phone 724-357-2250

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
RGPL 410 Community Participation and Civic Engagement Seminar	
<i>Current</i> Course prefix, number and full title	<i>Proposed</i> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<i>Current</i> program name	<i>Proposed</i> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Gail S Sedquist</i>	<i>9/3/10</i>
Department Chair(s)	<i>9/3/10</i>
<i>John Benhart</i>	
College Curriculum Committee Chair	<i>9/13/10</i>
<i>Steve Challen</i>	
College Dean	<i>9/13/10</i>
<i>A am</i>	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>11/11/10</i>
<i>Gail S Sedquist</i>	Received

* where applicable

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Syllabus of Record

I. Catalog Description

RGPL 410 Community Participation and Civic Engagement Seminar

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisite: RGPL 350 Introduction to Planning

Introduces recent participatory planning and civic renewal initiatives within “communities of place” in the United States. Particular attention is directed toward understanding how planners, citizens, community based organizations and local institutions engage in the public work of civic creativity, asset mobilization and community development. Participatory planning techniques and community facilitation tools are discussed and demonstrated. Civic associations in Indiana County and Southwest Pennsylvania are highlighted as cases.

II. Course Outcomes

By the end of the course, students should be able to...

1. Demonstrate a clear schematic understanding of how community based organizations can animate, inform and enable planning practice.
2. Employ the concepts in and the vocabulary of, community planning.
3. Apply at least six common community participation techniques.
4. Appreciate the role and importance of civil society in cultivating citizens and maintaining democratic institutions.
5. Demonstrate an ability to effectively design, manage and facilitate small group meetings.
6. Participate directly in community planning through local civic engagement.

III. Course Outline

Part 1 (Three Weeks): Community Deliberation, Participation and Engagement

- A. Place Based Communities and Asset Based Community Development
- B. Civic Renewal, Innovation and Civic Engagement
- C. Community Development and Public Deliberation in America

Part 2 (Four Weeks) Mobilizing Assets: Approaches and Process

- A. The Gifts of Individuals: Human Capital
- B. Power of Association: Civil Society and Social Capital
- C. CDC's, Housing and Physical Capital
- D. Civic Agriculture and Environmentalism
- E. Organizing, Civic Journalism and Political Capital
- F. Community Arts: Cultural Capital

III. Required Textbook(s), Supplemental Books and Readings

Green, G. and A. Harris (2008) *Asset Building and Community Development*, Sage, Los Angeles.

Kaner, S.(2007) Facilitator's Guide to Participatory Decision-Making, Jossey-Bass

McKnight, J. and P. Block (2010) The Abundant Community, Berret-Koehler

Other readings as assigned.

IV. Special Resource Requirements

There are no special resource requirements expected of the students who enroll in this course.

V. Selected References

Boyte, H. (2008) The Citizen Solution: How You Can Make a Difference, Minnesota Historical Society

Boyte, H. (undated)“ A Tale of Two Playgrounds”, Humphrey Institute

<http://www.coloradocollege.edu/civiceng/students/taleof>

Boyte. H. and N. Skelton (2010) “Reinventing Citizenship”, University of Minnesota

<http://www.extension.umn.edu/distribution/citizenship/DH6586.html#toc>

Creighton, J. (2005)The Public Participation Handbook: Making Better Decisions Through Citizen Involvement, Jossey- Bass

Driskill, D. (2002) Creating Better Cities with Children and Youth: A Manual for Participation, Earthscan

Faga,B.(2006) Designing Public Consensus: The Civic Theater of Community Participation for Architects, Landscape Architects, Planners, and Urban Designers, Wiley

Gastil, J. (2005) The Deliberative Democracy Handbook, Jossey-Bass

Glass, J.(1979) “Citizen Participation in Planning:The Relationship Between Objectives and Techniques” *Journal of the American Planning Association* 45 (2)

Green, M.(2006) When People Care Enough to Act, Inclusion Press

Innes, J. and D. Booher (2010) Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, Routedge

Kaner, S.(2007) Facilitator's Guide to Participatory Decision-Making, Jossey-Bass

Kemmis, D. (1992) Community and the Politics of Place, University of Oklahoma Press

Kettering Foundation (2006) Engaging Citizens, Kettering, Dayton.

Kingsley,T. et al, (1997) “Themes of the New Community Building”,Urban Institute

<http://www.cpn.org/topics/community/commbuild2.html>

- Kretzman, J. (1996) "Community Organizing in the Eighties: Toward a Post-Alinsky Agenda" Citizen's Handbook, Urban Institute <http://vcn.bc.ca/citizens-handbook/postalinsky.html>
- Leighninger, M. (2006) The Next Form of Democracy: How Expert Rule Is Giving Way to Shared Governance -- and Why Politics Will Never Be the Same, Vanderbilt University Press
- Marc Landy (1999) et al "Civic Environmentalism in Action", Progressive Policy Institute http://www.ppionline.org/documents/Civic_Enviro_Full_Report.pdf
- Mattessich, P. and B. Monsey (1997) Community Building: What Makes It Work: A Review of Factors Influencing Successful Community Building. Wilder Foundation.
- Matthews, D. (2002) For Communities to Work, Kettering, Dayton.
- Mc Knight, J. (1996) "A Twenty-First Century Map for Healthy Communities and Families" <http://www.northwestern.edu/ipr/publications/papers/century.pdf>
- Mc Knight, J. (2003) "Regenerating Community", Institute for Policy Research
- McKnight, J. and J. Kretzmann (1997) Building Communities from the Inside Out, ACTA Publications
- McKnight, J. and P. Block (2010) The Abundant Community, Berret-Koehler
- Portney, K. (2005) "Civic Engagement and Sustainable Cities" *Public Administration Review* 65
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- (5)
- Sanoff, H. (1999) Community Participation Methods in Design and Planning, Wiley
- Swarts, H. (2008) "In Praise of Faith Based Organizing" http://www.shelterforce.org/article/1119/in_praise_of_faith_based_community_organizing/
- Tocqueville, A. () "Political Associations in America" Reprint from Democracy in America, <http://www.cpn.org/crm/classic/tocqueville.html>
- Warren M. (2001) "Building Democracy: Faith Based Community Organizing" <http://www.nhi.org/online/issues/115/Warren.html>
- Wilan, E. (2006) Edens Lost & Found: How Ordinary Citizens Are Restoring Our Great American Cities, Chelsea Green
- Williamson, T. (2003) Making a Place for Community, Routledge

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The proposed course would become a core course within the Regional Planning curriculum. Existing core courses in Regional Planning are heavily weighted toward the physical, environmental, regulatory and technical dimensions of planning practice. This course emphasizes the human, relational and collaborative dimensions of planning practice. The addition of this was recommended by a planning consultant as the only significant gap in our curriculum.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

Yes. The proposed course would become a new core course in the Regional Planning Program. A Program Revision Proposal has been submitted.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

A variant of this course was offered as a special topics course (*Planning Implementation and Civic Engagement Seminar: GEOG/RGPL 481/581*) during the Fall Semester of 2009. Fourteen planning majors enrolled. The proposed course differs from the special topics course by placing greater emphasis on practical skills in the process of community interaction and organization.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

No

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Princeton University, Project 55: *Civil Society and Community Building*

UNC Chapel Hill : *Citizen Participation and Volunteer Involvement*

School of Architecture and Planning SUNY at Buffalo, PD 406/606: *Community Development Processes*

Virginia Tech: *Community Involvement and Public Participation*

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

A course of this nature was recommended to us by Dr. Susan Bradbury (Iowa State University, Ames) in preparation for professional accreditation.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.
No

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

The proposed course is unique and narrowly tailored to serve the Regional Planning Program.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.
No

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.
Yes, faculty resources are adequate, this course has been taught as a 481 and is already in the course rotation.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No additional resources will be needed to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No, resources are not funded by a grant

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
Once a year during fall semester.

- C5 How many sections of this course do you anticipate offering in any single semester?
One.
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?
Based on the need to provide access to the course for Regional Planning majors, as well as teach the course as a seminar, the enrollment in the course would be 20-25 students.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
No. The Planning Accreditation Board (PAB) places no specific limitations or parameters on a course of this nature
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.
This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.