## 15-37; UNUCC AP. 11/10/15 Senate App-12/11/15

## **New Course Proposal Template**

## Steps to the approval process:

- 1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
- 2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
- 3. The department/program chair emails the proposal to <a href="mailto:curriculum-approval@iup.edu">curriculum-approval@iup.edu</a>; this email will also serve as an electronic signature.
- 4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
- 5. Questions? Email curriculum-approval@iup.edu.

Contact	Cristina Reitz-Krueger	Email	reitz@iup.edu	
Person:		Address:		
Proposing	Psychology	Phone:	357-4525	
Depart/Unit:				

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a> .  Psyc 332
Course Title	Community Psychology & Prevention Science
Dual/Cross Listed	Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.   Yes No  If yes with: Click here to enter text.
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3
Prerequisite(s)	Psyc 101 or instructor permission
Corequisite(s)	This means that another course must be taken in the same semester as the proposed course Click here to enter text.
Additional Information (Check all that apply. Note: Additional documentation will be required)	<ul> <li>□ Liberal Studies (please also complete Template C)</li> <li>□ Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D)</li> <li>□ Distance Education (Please also complete Template E)</li> </ul>
Recommended Class Size (optional) (provide justification)	Are you recommending a class size:   Yes No Number:  If yes: (check one of the following reasons and provide a narrative explanation)  Pedagogical  Physical limitation of classroom  Accreditation body standards/recommendations  Other  Explanation (required): .
Catalog Description	Guidelines: Do not include pre/co-requisite information here. The registrar prefers to oncise description of course condend beginning with an active verb.  Introduces students to the guiding principles of community psychology with an emphasis on prevention. This course employs team work and service activities to apply students' new knowledge in addressing social and/or health issues impacting their communities. This course is also a component of the Child and

	Students will:  1) Be able to identify social and/or health issues facing their communities				
Student Learning	2) Gain awareness of community-based interventions at a local, national, and global level and				
Outcomes  (These should be	3) Be able to think critically about the generalizability, impact, and unintended consequences of such community-based interventions				
measurable, appropriate to the course level, and phrased in terms of <u>student</u>	4) Demonstrate comprehension of various approaches to the prevention of violence and other social problems				
achievement, not instructional or content outcomes)	5) Understand relevant community/prevention concepts such as risk and protective factors, empowerment, and socioecological theories				
If dual listed, indicate additional learning objectives for the higher	6) Gain an understanding of social justice and the role played by culture, gender, and socioeconomic status in affecting an individual or community's risk for violence or other health/wellness disparities				
level course.	7) Work in groups and with local stakeholders to identify a social and/or health issue affecting the IUP or Indiana community and present (orally) a proposed community-based intervention that includes consideration of a) cost-effectiveness, b) unintended side-effects, c) stakeholder interests, and d) cultural sensitivity				
	I. Background and History of Community Psychology				
	a) Historical social movements     b) Community mental health movement				
	c) Swampscott conference				
	II. What do community psychologists do?  a) Careers				
	a) Careers b) Research methods				
	c) Working with and for the community				
D: CC C	III. Guiding Principles of Community Psychology a) Diversity				
Brief Course Outline:  Give an outline of	b) Values & Social Justice				
sufficient detail to communicate the course	c) Empowerment				
content to faculty across	d) Stress & Resilience e) Multiple levels of analysis (The socioecological model)				
campus. It is not necessary to include specific	f) Definitions of "Community"				
readings, calendar, or assignments.	IV. Prevention a) Levels of Prevention (e.g. primary vs. secondary)				
	a) Levels of Prevention (e.g. primary vs. secondary) b) Types of prevention programs (e.g. universal vs. targeted)				
	c) Community intervention strategies				
	d) Evaluating prevention programs V. Community Psychology & Specific Settings				
	a) Mental health system				
	b) Physical health c) Violence & crime				
1	d) School settings				
	e) Human services				
Rationale for Proposal					
1 2 2	This is an elective offered in Psychology and will also be a course included as an elective				
Why is this course being proposed?	in the certificate/minor in violence education, CAAST (Child Abuse and Adult Advocacy Studies) It covers unique content on the use of psychology to promote social				
come proposed:	justice through direct action across many social institutions.				
How does it fit into	☐ Major Requirement ☐ Minor Requirement ☐ Core Requirement				
the departmental	(Interdisciplinary core – e.g Business/Education)				

## Template A

curriculum? (Check all that apply)	☐ Required Elective ☐ Liberal Studies ☐ Open Elective				
	☐ Other - open elective				
	and other open elective				
Is a similar class	□ Yes				
offered in other	Please provide comment: No				
departments?  Does it serve the	□ No				
college/university	☐ Yes  Please provide comment: This course is part of the CAAST curriculum and includes a service-				
above and beyond the	learning component designed to address concerns of the IUP and/or Indiana community.				
role it serves in the department?	□ No				
•					
	☐ Course Designed for Majors (☐ Required☐ Not Required)				
	☐ Course Designed for Minor ☐ Departmental Elective				
Who is the target audience for the	☐ Restricted to Majors/Minors ☐ Open to Any Student				
course?	☐ Liberal Studies				
	□ Other - Psychology majors and students interested in public health, community organizing,				
	violence, and advocacy.				
	A. What are the implications for other departments (For example: overlap of content with other disciplines,				
	This class might be of interest to students in departments such as criminology, sociology, and child				
Implications for other departments	development.				
,	B. How have you addressed this with other department(s) involved? What was the outcome of				
	that attempt? (Attach documents as appropriate) NA				
	NA .				
Are the resources adequate (i.e. faculty,	⊠ Yes				
space, equipment,	□ No				
laboratory supplies, library materials,	Please provide comment: Click here to enter text.				
travel funds, etc.)?					
For Dean's Review					
Are resources available/sufficient for this course? □ Yes □ No □ NA					
Is the proposal congruent with college mission? □ Yes □ No □ NA					
• Has the proposer attempted to resolve potential conflicts with other academic units? $\Box$ Yes $\Box$ No $\Box$ NA					
Comments: Click here to enter text.					