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Introduction to the history, theory, research, and practice of African American psychology with a focus on the psychological, social, and educational realities of African Americans.

*(Same as Africana Studies 476.) (RE) Prerequisite(s): 110 or 117.*

*Registration Restriction(s): Minimum student level – junior.*

*Course would need to demonstrate it meets the GCUS learning outcomes.*

**EI: applied & reflective learning**

- **Applied Learning** -- In this course, students partner with a community agency (e.g., Beck Cultural Exchange Center) to conduct a service learning project.
- **Reflective Learning** – Throughout the semester, students reflect on their own cultural identities, experiences with racism, and ways in which the course content and class discussions challenge their attitudes, knowledge, and interpersonal skills.

**EI /AOC: existing course****PSYC 409 - Group Facilitation****3 Credit Hours**

Study of theory and technique through supervised experience in small groups.

*Repeatability: May be repeated. Maximum 6 hours. (RE) Prerequisite(s): 110 or 117.*

*Registration Restriction(s): Minimum student level – junior.*

**EI: Collaborative and reflective learning**

- **Collaborative Learning** -- In this course, students engage in intergroup dialogue throughout the semester, giving and receiving feedback on their communication and functioning within the group. They are also trained to serve in a leadership role as small group facilitators.
- **Reflective Learning** – Throughout the semester, students reflect on their own cultural identities and ways in which the dialogues challenge their attitudes, knowledge, and interpersonal skills.
- *Course would need to add a creative / scholarly product.*

**AOC**

- The entire course is centered on specific oral communication /listening skills related to intergroup dialogue.

**VOL: Contemporary Issues & Solutions Existing Course****PSYC 481\* - Intimate Partner Violence****3 Credit Hours**

Introduction to research on the prevalence, course, causes, consequences, prevention, and treatment of psychological, physical, and sexual aggression in relationships.

**Satisfies General Education Requirement: (WC)**

*(RE) Prerequisite(s): 110 or 117 or Sociology 120 or Sociology 127 or Social Work 200 or Social Work 207 or Educational Psychology 210; and English 102, 132, 290, or 298. Recommended Background: 295 or other research methods course.*

*Registration Restriction(s): Minimum student level – sophomore.*

*This course would likely need only to add explicit written reflection on the integration of General Education.*

**VOL: Contemporary Issues & Solutions Existing Course****PSYC 482 – Topics in Psychology: Sustainability****3 Credit Hours**

*Description from catalog: Intensive analysis of special topics, such as sustainability psychology or intersectionality.*

*Extended description: Overcoming the negative effects of climate change involves not only the earth sciences (e.g., measuring changes in greenhouse gases in the atmosphere) and engineering (e.g., developing greener technologies), but also the behavioral sciences. After all, the rise in greenhouse gases is the result of human behavior and greener technologies will be most effective only if people change their behavior by adopting those technologies. Unfortunately, there are a host of psychological forces that make it difficult for people to believe that climate change is occurring, to believe that climate change is a result of human activities, and to take both collective and individual action to reduce those human activities. This course will focus on better understanding these psychological forces.*

*In this course, students receive training in and practice communicating with a variety of audiences both orally and in writing about climate change and partner with the sustainability office on campus to develop a service-learning project. The course already includes reflective integration of General Education knowledge and skills (in addition to the above, students also reflect on how cultural worldviews contribute to attitudes and behaviors related to climate change); the course would likely need only to add explicit written reflection on this integration.*