



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: Teacher Education		Department Chair: Robert Pritchard	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: January 25, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	CCE: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
		Semester Effective: Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 2006 <input type="checkbox"/>	
Prefix & No. EDTE 369M	Title: Advanced Placement Institute: Physics B & C	Units: 2	
Change to:			
Prefix & No.	Title:	Units:	

JUSTIFICATION:

Advanced Placement (AP) professional development training for teachers is not offered in the CSUS Region. The need for effective professional development has been a well-researched topic in the past decade. Professional development days are now considered a requirement for most teachers in grades K-12. By providing AP professional development opportunities, we can assure quality of instruction to college-bound students, and, ultimately, better prepare entering freshmen for their undergraduate work.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

The Advanced Placement (AP) Physics B & C Summer Workshop is designed for both beginning and experienced teachers of AP Physics B & C. Specifically, the course is organized and tailored to meet the needs of an eclectic secondary teacher population by (1) reviewing the College Board content specifications for Physics B & C courses; (2) specifying the sequence of key concepts; (3) identifying problematic areas for secondary students, including graphical and mathematical issues; (4) the organizing and developing of teaching models; (5) the developing of writing models for AP Physics B & C; and (5) developing and refining measurement and evaluation procedures.

Note:	
Prerequisite: Teacher Credential	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input type="checkbox"/> Credit/No Credit <input checked="" type="checkbox"/>	Instructor Approval? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Course Classification: 02	Title for SIS+ (not more than 25 characters)
Cross Listed? Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, with what course:
How Many Times Can This Course be Taken for Credit? Multiple times	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at <http://www.csus.edu/acaf/example.htm>

At the end of the course, high school AP teachers will be able to:

1. identify the core content concepts for both the AP Physics B, and Physics C courses;
2. identify the differences in the syllabi between the AP Physics B and C course;
3. present to their school which course, AP Physics B or C, fit the situation in their own school;
4. understand the test formats;
5. successfully prepare their students to excel on the AP exams;
6. teach fluid dynamics and other new topics to their students;
7. teach difficult topics in both syllabi using a pedagogical approach;
8. develop a comprehensive laboratory program to support both B and C levels;
9. use computer probe labs in the classroom;
10. develop a comprehensive mathematical and physics vocabulary list for their students.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Participants will develop a lesson plan for AP Physics B & C

For whom is this course being developed?
 Majors in the Dept___ Majors of other Depts___ Minors in the Dept___ General Education___ Other_X___
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes___ No_X___
 If yes, identify program(s):

 Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes___ No_X___
 If yes, attach a description of resources needed and verify that resources are available.

 Indicate which department or programs will be affected by the proposed course (if any). Physics
The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair, Physics:	
College Dean or Associate Dean: College of Natural Sciences and Math	
Department Chair, Teacher Education:	
College Dean or Associate Dean: College of Education	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	
Dean or Designee College of Continuing Education	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to wylie@csus.edu by the Dean's office after it is approved at that level.