Course Change Proposal
Form A

<table>
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<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>College of Education</td>
<td>Teacher Education</td>
<td>January 10, 2011</td>
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<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
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<tbody>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>Rita Johnson</td>
<td>College of Continuing Education</td>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
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<tbody>
<tr>
<td>Yes ___ No <em>X</em>_</td>
<td>Yes ___ No <em>X</em>_</td>
<td>Yes <em>X</em> No ___</td>
<td>Summer 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

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<th>Change from:</th>
<th>Change to:</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<tr>
<td></td>
<td>EDTE 368C</td>
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<tr>
<td>Title:</td>
<td>Title: Advanced Placement Program: Psychology</td>
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<tr>
<td>Units:</td>
<td>Units: 2</td>
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JUSTIFICATION:
Advanced Placement (AP) training in Psychology for high school AP 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 considered a requirement for most teachers in grades K-12. By providing AP teachers with 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/crspli.htm - Guidelines for Catalog Course Description)
AP Psychology at the high school level is an introductory college course. This course will introduce high school AP teachers to new developments in the field through research and understanding of philosophical perspectives that shaped the development of psychological thought. Central focus of the course will be the College Board exam for AP Psychology and strategies for student success.

Note:
Prerequisite: None
Enforced at Registration: Yes ___ No _X__
Corequisite: None
Enforced at Registration: Yes ___ No _X__
CAN (California Articulation Number):
Graded: Letter ___ Credit/No Credit _X__
Instructor Approval Required? Yes ___ No _X__
Course Classification (e.g., lecture, lab, seminar, discussion): 02
Title for CMS (not more than 30 characters)

Cross Listed?
Yes ___ No _X__
If yes, do they meet together and fulfill the same requirement, and what is the other course?

How Many Times Can This Course be Taken for Credit? Multiple

Can the course be taken for Credit more than once during the same term? Yes ___ No _X__
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 teachers will be able to:
1. Design a curriculum and plan for AP Psychology;
2. Understand key concepts in Psychology;
3. Identify resources that assist in the preparation of lesson plans and activities;
4. Understand College Board’s rubric for grading the AP Psychology exam;
5. Identify and employ strategies for preparing students for success on the AP exam

**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 lesson plans that include demonstrations and activities for each unit of the AP Psychology curriculum for the upcoming school year.

**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). Psychology Department

*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:**

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<th>Department Chair, Psychology Department</th>
<th>Date</th>
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<td>1/22/11</td>
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<th>College Dean or Associate Dean, College of SSIS</th>
<th>Date</th>
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<th>CPSP (for school personnel courses ONLY)</th>
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<th>Associate Vice President and Dean for Academic Programs</th>
<th>Date</th>
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**Dean, College of Continuing Education**

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07
OFFICIAL DETAILED SYLLABUS - AP* PSYCHOLOGY

Martin Anderson, Ph.D.

GOALS & OBJECTIVES

1. To provide an overview of the AP™ psychology course, examining each area covered in AP™ Psychology, with special emphasis on the concepts and names that provide the framework for the course.
2. To present and share activities that help increase understanding of psychological concepts and help make the class more enjoyable and exciting for student and teacher.
3. To identify resources available for teachers of psychology.
4. To examine rubrics for the AP™ Psychology exam and discuss strategies for preparing students for the exam.
5. To create plans, activities, and strategies for use in the upcoming teaching year.
6. To have participants share lesson plans, activities and best practices.

LEARNING OUTCOMES

1. Teachers will design a curriculum and plan for their AP* Psychology course.
2. Teachers will create, present and share activities and demonstrations that help increase understanding of key concepts in psychology.
3. Teachers will be able to identify resources that assist preparation of lesson plans and activities.
4. Teachers will be able to explain the rubric process for grading the AP* Psychology exam.
5. Teachers will create strategies for preparing students to succeed on the AP* Psychology exam.
6. Teachers will create lesson plans that include demonstrations and activities for each unit of the AP* Psychology curriculum for use in the following teaching year.

DAILY AGENDA

We will spend a part of each day sharing best practices and activities. The following is a flexible guideline for the order in which we will cover topics and materials. Depending on the needs and demands of the participants it will be adjusted during the week.

MONDAY

General Overview of AP* Psychology

- Starting Activities
• Review of class goals and objectives
• Review of resources (Textbooks, Organizations, Tools, Publications)
• Review of "Acorn" booklet and other College Board materials

Scientific Basis of Psychology (Content, Demonstrations, Activities, etc.)
• Historical background, philosophical perspectives and theoretical approaches
• Research methods (Types of research, research design, important terms in research)
• Statistical procedures (Basic descriptive statistical concepts)
• Operational definitions and measurement in behavioral research.
• Ethical issues and guidelines in research

Tuesday

Biological Processes (Content, Demonstrations, Activities, etc.)
• Neuro-anatomy (Basic processes and systems, including parts of the neuron and the process of transmission)
• Nervous system and its subdivisions and functions
• Effect of the endocrine system on behavior
• How heredity, environment, and evolution work together to shape behavior

Biological / Cognitive Processes (Content, Demonstrations, Activities, etc.)
• Consciousness
• Emotion
• Motivation
• Sensation and Perception

Wednesday

Cognitive Processes (Content, Demonstrations, Activities, etc.)
• Learning
• Memory
• Cognition
• Language

Developmental Psychology (Content, Demonstrations, Activities, etc.)
• Infancy/Childhood
• Adolescence
• Adulthood
Computer Lab

Thursday

AP* Scoring 1
- Rubric for 2011 AP* exam (Question 1)
- Rubric for 2011 AP* exam (Question 2)
- Strategies for taking the multiple choice section
- Previous Questions
- Previous Rubrics

Individual Differences (Content, Demonstrations, Activities, etc.)
- Intelligence
- Personality
- Disorders
- Treatment

Friday
Social Psychology (Content, Demonstrations, Activities, etc.)
- Social Thinking
- Social Influence
- Social Relations

Final Wrap-up
Resume - Relevant to AP Psychology

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Long Beach, California 90808
Martyanderson1@verizon.net
562.799.7724

Educational History
Ph.D. United States International University 1981
M.A. California State University - Los Angeles 1968
B.A. Pasadena College (now Point Loma Nazarene College) 1963

Teaching Experience
San Gabriel High School (Alhambra School District) 1964-2002
Rio Hondo Community College 1984-1989

AP* Experience
Teacher - AP* Psychology - 1991-2002

AP* Reader and Table Leader - AP* Reading 1995-2007

AP* Workshops
Southern California AP* Institute - Palos Verdes 2007-2010
Cherry Creek AP* Institute - Denver 2008-2010
Long Beach Unified School District AP* Institute - Long Beach 2007
Pacific AP* Institute - Monterey and Belmont 1996-2009
AP* By the Sea Summer Institute - San Diego 1999-2002
College Board Consultant - Numerous One and Two day workshops = 1995 - 2010