



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: PHSI 102L 2. Units: 3
See upper and lower division undergraduate course definitions.

3. College: Extended Campuses 4. Academic Unit: Personalized Learning

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- Gain understanding of introductory physics, including celestial motions, mechanics, thermodynamics, waves, electricity, magnetism, optics, and atomic and nuclear physics.
- Conduct informal experiments related to aspects of physical science, developing hypotheses and graphical data.
- Determine the underlying physical principles governing situations found in everyday life.
- Develop critical thinking skills about everyday physical science.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course is being created to support the transcription of NAU credit through the Personalized Learning program for the General Education Requirements. The content is demonstrated in the competency map

7. Effective **BEGINNING** of what term and year? Spring, 2013
See effective dates calendar.

8. Long course title: Everyday Physical Science
(max 100 characters including spaces)

9. Short course title: _____
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

The goal of this course is to provide an introduction to fundamental concepts of physical sciences that students encounter daily: motions of the sun, earth, and moon; motions and forces; electricity; heat and the conservation of energy; the nature of matter. Additionally, students will be encouraged to

develop skills in independent thinking so they might come to understand not just *what* scientists know, but *how* they know.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes No
If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes No
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

This course does not duplicate content of existing courses, but is aligned to the learning outcomes from PHS 101.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes No
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade Pass/Fail Both

15. Co-convened with: n/a 14a. UGC approval date*: n/a
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: n/a
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes No
16a. If yes, maximum units allowed? _____
16b. If yes, may course be repeated for additional units in the same term? Yes No

18. Prerequisites: N/A
If prerequisites, include the rationale for the prerequisites.

Pre-requisite content sequencing and verifications are completed through pre- and post- test and in conjunction with faculty mentors, and are integrated into the curriculum as demonstrated in the competency maps.

19. Co requisites: _____
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes No
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Cori Gordon, Dora Donovan, and Jeannie Copley.

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes No
If yes, include a Liberal Studies proposal and syllabus with this proposal.

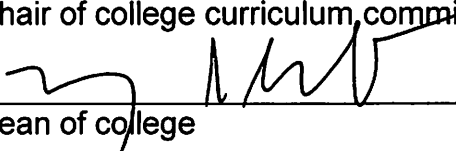
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date


Dean of college Date 11/13/12

For Committee use only:

Carver

11-7-12

UCC/UGC/ECCC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



**NORTHERN
ARIZONA
UNIVERSITY**

Personalized Learning

SYLLABUS

Everyday Physical Science (PHSI 102)

I. Course Description:

The goal of this course is to provide an introduction to fundamental concepts of physical sciences that students encounter daily: motions of the sun, earth, and moon; motions and forces; electricity; heat and the conservation of energy; the nature of matter. Additionally, students will be encouraged to develop skills in independent thinking so they might come to understand not just *what* scientists know, but *how* they know.

II. Student Learning Outcomes:

At the successful completion of the lessons associated with this course, students will be able to:

- Gain understanding of introductory physics, including celestial motions, mechanics, thermodynamics, waves, electricity, magnetism, optics, and atomic and nuclear physics.
- Conduct informal experiments related to aspects of physical science, developing hypotheses and graphical data.
- Determine the underlying physical principles governing situations found in everyday life.
- Develop critical thinking skills about everyday physical science.