



SACRAMENTO STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): Environmental Studies	Date: April 14, 2008
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Dudley Burton	Submitted by: Helen Roland
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 checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2008

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):		Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): ENVS10H	Honors Environmental Science	Units: 3
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JUSTIFICATION:

This request is to approve Environmental Studies 10H adding honors sections of Environmental Studies 10.
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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)

This is an Honors section of a survey course that looks at the earth as an ecosystem composed of biological, chemical, and physical systems. The focus is on the interaction of these systems with each other and with human population, technology, and production. The student should acquire the fundamentals of a scientific understanding of the ecological implications of human activities. Specific topics treated within the context of the ecosystem analysis include energy flows, nutrient cycles, pollution resource use, climate change, species diversity, and population dynamics. In addition to covering the material covered in Environmental Studies 10, students also will read important original research on topics. Finally, all students will participate in a semester long project that applies the principles of the course to a real environmental issue.
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Note: Restricted to students enrolled in GE Honors Program

Prerequisite: Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Corequisite: Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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CAN (California Articulation Number):
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Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Course Classification (e.g., lecture, lab, seminar, discussion): lecture	Title for SIS+/CMS (not more than 30 characters): Environmental Science Honors
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Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
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How Many Times Can This Course be Taken for Credit? <input type="checkbox"/> 1 <input type="checkbox"/>
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Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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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>

The primary learning objectives for this class are as follows:

1. Students take responsibility for their learning and understand the importance of a community of learners for individual learning.
2. Students understand scientific reasoning based on the principles of scientific method, including the importance of understanding the types of scientific error involved in testing and how political standards affect scientific outcomes within the context of environmental issues.
3. Students learn the basic scientific systems comprising ecosystems and the function and role of each system, as well as how the relations among these systems result in an integrated ecosystem.
4. Students learn that environmental issues encompass more than just pure "scientific" processes, and therefore understanding these issues also requires a critical understanding of the economic, social, political, and ethical aspects of the issues.
5. Students develop and apply critical thinking skills in their discussions, researching, and writing about environmental science.
6. Students learn that responsible citizenship requires that citizens understand scientific reasoning.

****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:

Class participation (attendance, class discussions, in class assignments, etc.) 50 points (Outcomes 1, 4, 5, 6)
 Exams 2 @ 100 points Exams consist of multiple choice, matching, true/false and short answer questions.
 each (Outcomes 2, 3, 4)
 Final exam 100 points The final exam comprises two parts. The first part will consist of essay questions due at the beginning of the in-class final period. These essays must be typed. Students may work together on these essays, but each student is responsible for writing his/her own essay. The second half of the final will consist of an in-class final with the same format as the exams. (Outcomes 2, 3, 4, 5, 6)
 Homework assignments—Essays on related topics Best four out of five (4 @ 25 points each) (Outcomes 2, 3, 4, 5, 6)
 Project Grades will be based on a poster presentation to other faculty and a written report (Outcomes 1, 2, 3, 4, 5, 6) 150

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education X Other

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). GE Honors

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: Dudley Burton	4-14-08
College Dean or Associate Dean:	4-15-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL

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.