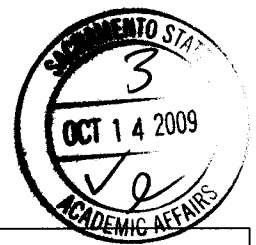




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): Environmental Studies	Date: October 7, 2009
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Dudley Burton	Submitted by: Michelle Stevens
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 (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2010 <input type="checkbox"/>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:

Change to:

Subject Area (prefix) & Catalog Nbr (course no.): ENVS 158	Title: Wetlands Ecology	Units: 3
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JUSTIFICATION:

Recommended changes to the BA program in Environmental Studies include interdisciplinary courses in new professors' area of expertise. The course is designed to include the science of wetland vegetation, hydrology and soils; the policy and regulation of wetlands and water; and assessing values, functions and economic valuation of wetlands. The course will provide a multi-disciplinary approach to both science and policy in a key area of the environmental field. After taking this course, students will be better prepared for jobs in consulting, government or academic sectors.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/acad.htm> - Guidelines for Catalog Course Description)

Introduces and discusses characteristics of wetland systems; principles of wetland ecology; functions of wetlands; and regulations and permitting process regarding development near and within wetlands. Appropriate for students planning careers in natural resource management. Though not a substitute for professional training in wetlands delineation and functional assessment, students will gain a basis for such assessments. Familiarity with basic principles of chemistry, physics, and biology is recommended. Field trips required.	
Note:	
Prerequisite: none Enforced at Registration: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Corequisite: none Enforced at Registration: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Lecture, discussion	Title for CMS (not more than 30 characters) Wetlands Ecology
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.
How Many Times Can This Course be Taken for Credit? <u>1</u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

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>

By the end of this course, the student will be able to:

1. Recognize the ecosystem functions and values that differentiate bogs, fens, marshes, swamps and vernal pools.
2. Demonstrate an in-depth understanding of the abiotic and biotic factors that define wetlands.
3. Identify and explain the importance of wetland ecosystem processes and services. Students will be able to articulate why wetlands are important for humans and better understand the regulations and management alternatives available to maximize ecosystem services supported by wetlands and waters of the United States.
4. Understand the regulatory process under state and federal law, and how to conduct a wetland delineation and value & function assessment.
5. Develop, define, and communicate management issues/questions for wetland ecosystems in the form of a written research proposal.
6. Evaluate and provide feedback on other students' research proposals.
7. Sharpen analytical skills.
8. Improve reading and writing skills.
9. Improve skills of speaking and persuasion.

****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:

A variety of assessment strategies will be employed by instructors of this course, including (but not limited to: a) analyzing wetland structure, classification, function, and value on homework assignments, written papers, and oral/ poster presentations (#1, #2, #3, #5); b) pass examinations on wetland ecosystems, regulation, and management issues (#1, #2, #3, #4, and #5); and c) demonstrate proficiency in research, writing and scientific presentation on wetland ecology and management (#5, #6, #7, #8 and #9).

For whom is this course being developed?

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

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s): elective in B.S. and B.A.

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

If yes, attach a description of resources needed and verify that resources are available.

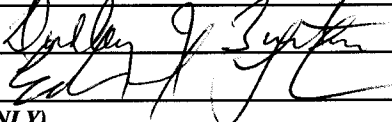
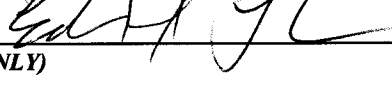
Indicate which department or programs will be affected by the proposed course (if any). Biology

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:		12 Oct 09
College Dean or Associate Dean:		10-13-09
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		