



NSM

# Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



<b>Academic Unit:</b> Geology		<b>Department Chair:</b> David Evans	
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		<b>Date:</b> 3/24/06	
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>CCE:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
		<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2006 <input type="checkbox"/>	
<b>Prefix &amp; No.</b> GEOL 5A	<b>Title:</b> GEOLOGY OF MEXICO FIELD TRIP	<b>Units:</b> 1	

Change to:

<b>Prefix &amp; No.</b>	<b>Title:</b>	<b>Units:</b>
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### JUSTIFICATION:

Field trip to accompany Geology 5 (Geology of Mexico) course. The field trip is designed to give students a real world perspective on geologic features and processes as they occur in Mexico. Stops and associated exercises at strategic localities will engage students in assessing the geologic framework of Mexico and critically analyzing potential natural hazards and land-use decisions.

### 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 course will focus on fundamental geologic concepts as seen from real world examples in Mexico that will be visited during several strategic field stops. Field stops will emphasize a problem-based approach to learning geology and the process of scientific investigation. Topics include a wide range of geological concepts including plate tectonic setting of Mexico, living with volcanoes, the Mexico City earthquake, issues of water supply, flooding, climate change and atmospheric pollution in Mexico City, the Chicxulub meteor impact crater, geologic time, ore deposits of Mexico, and natural hazards.

Field Trip - 10 days. 1 unit

**Note:**

**Prerequisite:** Geology 5 (Geology of Mexico)

**Corequisite:**

**CAN (California Articulation Number):**

**Graded:** Letter  Credit/NoCredit  **Instructor Approval?** Yes  No

<b>Course Classification:</b> C-16	<b>Title for SIS+ (not more than 25 characters)</b> GEOLOGY OF MEXICO FIELD TRIP
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<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, with what course:</b>
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**How Many Times Can This Course be Taken for Credit?** ONCE

# 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>

**Students will be able to:**

1. Understand the distribution and significance of geologic features in Mexico relative to plate tectonics
2. Apply the scientific method to the examination of geologic processes and societal problems in areas of Mexico
3. Explain the relationship between geologic features and processes in Mexico and their role in producing natural hazards
4. Evaluate the potential impact of land-use decisions with respect to geological hazards
5. Understand the effect of geology and water issues on the historical and modern day cultural development of Mexico and predict the consequences of future events.

\*\*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:

**Students will produce a field trip portfolio that will contain:**

1. Answers to field trip exercises
2. Student-annotated map exercises
3. Assigned essays (e.g.: analyzing the interactions between geology and various aspects of the culture, history, and economy of Mexico, describing the relationship between Plate Tectonics and natural hazard locations throughout Mexico)
4. Daily journal of stops and site descriptions.

**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 (fees for student and faculty field trip participation will be sought from such sources as NSF's OEDG Program (which has already funded the first trip) and other comparable diversity in education focused granting agencies)

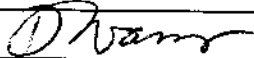
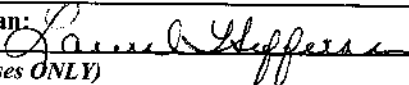
If yes, attach a description of resources needed and verify that resources are available.

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

*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: 	3-24-06
College Dean or Associate Dean: 	3/24/06
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	