ESF State University of New York College of Environmental Science and Forestry

Academic Affairs Committee

Course Proposal Form

- This course proposal form should be completed when introducing a new course or revising an existing course.
- Download and complete the form on your computer, do not fill out in a web browser.
- All proposals must first go through your departmental curriculum committee process before being submitted to the Academic Affairs Committee (AAC). Be sure to plan for departmental and AAC schedules and deadlines.
- The proposal will be reviewed by the AAC or, in the case of a minor revision, approved administratively by the Associate Provost for Instruction.
- If you are proposing a new course, or renumbering an existing course, please check with the Registrar regarding use/reuse of the number.
- If you are proposing a SUNY general education course, please contact curriculum@esf.edu for more information and guidance. General education courses require additional paperwork.

Proposer name: Terrance Caviness

Contact email: tcaviness@esf.edu

Contact phone: 315-470-4939

Department: Environmental Biology

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1. Course Information

1.1. Type of Proposal: New ☒ Revision ☐ Replacement ☐

1.2. Course Prefix, Number & Title: EFB 433: Flora of Central New York

1.3. If this course is replacing a current ESF course, please provide the number and name of the course to be deactivated and removed, if this proposal is approved:

1.4. If this is a course revision, please indicate the reason for revision (check all that apply):

☐ Course Number, Division, or Prefix	☐ Title	☐ Credit Hours	☐ Pre or Co-Requisites
☐ Catalog Description	☐ Instructional Methods	☐ General Education	☐ Format
☐ Learning Outcomes	☐ Concepts or Content	☐ Institutional Resources	☐ Semester Offered

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2. Detailed Course Description

2.1. Describe why this course (or revision) is needed to meet current or proposed goals and outcomes of the program or College. For revisions, provide explanation and/or justification for change.

The EB department curriculum requires a field elective for four of its six majors. To ensure students have the opportunity to take classes in various disciplines. This course has been offered for about 4 years as an EFB 496. It is necessary to ensure continuity of the course through official description

2.2. Credit hours: 3

2.3. Semester offered (check all that apply): ☐ Fall ☐ Spring ☒ Summer

2.4. Anticipated enrollment per semester offered: Fall _____ Spring _____ Summer 15

2.5. Format (for online courses, please also complete Part 4 Addendum). Check all that apply and include the contact hours per week of each format being used.

- ☒ Lecture 20
- ☐ Lab _____
- ☒ Field 60
- ☐ Studio _____
- ☐ Online _____
- ☐ Other _____

If other checked above, please explain:

This is a field course offered over a two week period. 20 hours of lecture and 60 hours of field is held over the two week period.

2.6. Level of instruction :

Lower Division ☐ Upper Division ☒ Beg. Graduate ☐ Adv. Graduate ☐

2.7. Is this a general education course? Yes ☐ No ☒

2.8. Is this a required course? Yes ☐ No ☒

If yes, please list the program(s) for which it is a requirement:

2.9. Is this course an elective within your department? Yes ☒ No ☐

2.10. Is enrollment in this class restricted? Yes ☐ No ☒

If yes, please explain:

2.11. Are other ESF or SU courses similar or identical to this course? Yes ☐ No ☒

If yes, please identify the courses:

2.12. Is this course a shared resource offering? Yes ☐ No ☒

If yes, what is the course number of the concurrent offering?

2.13. **Student Learning Outcomes**: Identify the student learning outcomes associated with this course.

By the end of the course, students will be able to:
1) Identify traits useful in the identification of vascular plants
2) Explain basic biotic and abiotic drivers of plant community structure and species distribution
3) Identify approximately 130 native and nonnative plant species found in Central New York

2.14. **Major concepts, processes or tools:** Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Including but not limited to:
1. Dichotomous keys
2. Identification of key botanical features
3. Field identification
4. life histories of plant species covered in course
5. discussion of ecological theories and principles that lead to diversity and distribution

2.15. **Instructional methods**: Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

Two week field intensive course. Outdoor lectures and plant walks to identify key features used for identification. Group reasoning to determine species identification. Overview and application of field guide and dichotomous key usage. Discussions on ecological theories and drivers of diversity.

2.16. **Course history**: Provide the dates of prior approval of this course, and its revision history. For new courses, enter not applicable.

Course has been offered as an EFB 496 for past several years

2.17. **Catalog description (max 1000 characters)**: Provide the course description to be included in the ESF catalog

Format: In-person

Brief description. If this is a shared resource course, include "Credit will not be given for both 3XX and 5XX":

A field-based introduction to field study, identification, and ecology of flowering and non-flowering vascular plants. Daily field trips to several high-quality natural areas in Onondaga County and nearby counties.

Semester(s) offered: Maymester, summer

Pre/co-requisites: EFB 101 or equivalent

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3. New Institutional Impacts

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. **Note that, if this is a course revision, only the impacts of the revision should be included.**

3.1. Staffing needs:

1 faculty or visiting instructor

3.2. Classroom resources (physical facilities in a laboratory, lecture hall, flexible space, academic computing):

1 classroom/lab meeting space

3.3. Technology resources: (e.g., electron microscopes, UAVs, GPS receivers, survey equipment, etc.)

3.4. Computing resources (software licensing, hardware, access):

3.5. Library resources (subscriptions, services):

3.6. Transportation requirements (budget, fees, fleet, vehicles):

1-2 passenger vans or vehicles depending on class size.

3.7. Will there be a course fee required? Yes ☐ No ☒

3.8. Forest properties or field practicum facilities (Note: Please contact Forest properties each semester to schedule):

4. **Online Course Addendum** (only complete for online or hybrid course formats)

4.1. Online Course Format:

- ☐ Asynchronous online (no required real time class meetings)
- ☐ Synchronous online (all class meetings in real time)
- ☐ Combined online (asynchronous with some required synchronous class meetings)
- ☐ Hybrid (In person course with at least 1 credit of work/class meetings held online)

4.2. If there are any real time or live class meetings, how often and how long do you expect them to be?

Course Needs

4.3. Will you be using Blackboard at SU as your learning management system? Yes ☐ No ☐
If no, please explain. Who will provide technical support and troubleshooting for students?

4.4. Which of the following institutional or supported tools will you be using (check all that apply)?

- ☐ Zoom
- ☐ Blackboard Collaborate
- ☐ Kaltura Media
- ☐ CNS Computer labs
- ☐ Other:

4.5. Will students need to use specialized software? Yes ☐ No ☐
If yes, will it be made available to them through the institution, or will they need to purchase it separately?

4.6. Will students need any additional computer hardware, such as a webcam, microphone, or camera?
Yes ☐ No ☐

If yes, what equipment will they need?

Interaction & Assessment

4.7. What are two specific ways that you will provide substantive interaction in your course?

4.8. What is the proposed schedule of regular interaction in the course?

4.9. How will student academic engagement and success be monitored throughout the course?

4.10. How often and by what methods will students be assessed in the course?

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5. Health and Safety Considerations

Will any of the conditions or situations outlined below be present in association with the course?

	Yes	No
5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?	☐	☒
5.2. Will any physical hazards be present during instruction? (e.g. machines that need safety guards; razor blades or syringes; compressed gases, etc.)	☐	☒
5.3. Will any biological hazards be present during instruction? (e.g. handling animals [rabies or hantavirus]; cultures or stocks of infectious agents [fungal spores, viruses, bacteria, etc.])	☐	☒
5.4. Will any radiation hazards be present during instruction? (e.g. radiosotopes, X-rays, ultraviolet rays, lasers, etc.)	☐	☒
5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location)	☐	☒
5.6. Will there be any personal safety issues related to the class? (e.g. due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.)	☒	☐
5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?	☐	☒
5.8. Will any type or personal protective equipment be necessary during class exercises? (e.g. hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)	☒	☐

If the answer was "yes" to any of the health and safety questions, please explain:

5.6 This course involves outdoor field-oriented lab exercises. Other than the conditions normal to exercises in forested settings, students will not be exposed to any special hazardous conditions. Students will be instructed on safe walking techniques when traveling forest paths. There is also the risk of tick borne diseases. Students will be instructed on best practices for mitigation.

5.8 - Due to the uneven terrain encountered in many field laboratory sites, students will be required to proper footwear that provide support and protection. Due to abrasion from low-level forest vegetations, students will be encouraged to wear shirts and long pants during all field exercises.

For lab and field courses to which all answers are "no", you should explain that here, also. Normally, we would expect some safety precautions for such courses.

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6. Approval Signatures:

All signatures and department level approvals are needed prior to submission to the Academic Affairs Committee.

3/29/24

Department Academic Affairs Committee Representative (if applicable) Date

Stephen Teale Digitally signed by Stephen Teale
Date: 2024.04.04 11:21:50 -04'00'

Department Chair Date

Provost Date
(if proposal requires additional staffing or resources)

If your proposal will impact other departments/areas, please include email confirmation that those affected have been notified and approve of the change.