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

Academic Affairs Committee

Course Proposal Form: **Instructions**

Please read the following instructions carefully. For specific questions about a section or question on the form, please consult the information in this document. Additional questions can be directed to the Academic Affairs Committee.

- The 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 it 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.

Course Proposal Form Submission

For more information about major or minor revisions, please consult the table below. For questions, please reach out to the Academic Affairs Committee at curriculum@esf.edu.

For new courses or courses that require major revision:

- Download the course proposal form to your computer,
- Complete form in its entirety,
- Obtain all required department or institution signatures at the end of the Course Proposal Form
- Email completed form and any supporting documentation to the Academic Affairs Committee at curriculum@esf.edu.

For courses that require one minor change (consult table below) Administrative Approval form may be used:

- Download 'Administrative Approval Form – Course' to your computer,
- Complete Administrative Approval Form in its entirety, and
- Email both forms to the Academic Affairs Committee (curriculum@esf.edu) for approval.

Once approved, new courses and revisions to existing courses will be offered during the **subsequent academic year.**

Major and Minor Course Revisions

Major and minor course revisions have different required actions on the part of the proposer. Please read the table carefully to determine if you are proposing a major or minor course revision. For questions, please reach out to the Academic Affairs Committee at curriculum@esf.edu.

Type of change	Administrative Approval Revision (Limited to one of the following)	Major Course Revision
Course title	Yes	No
Course number	Yes – if the change is within the same division (e.g., 121 to 221)	Yes – if there is a change in division (e.g., 121 to 321)
Credit hours	No	Yes – this usually relates to changes of outcomes or content
Format (lecture, lab, field)	Yes – if there is no effect on resources and a minor effect on the catalog description	Yes – if there is a significant effect on resources or the course is changing from in-person to hybrid or online (or vice versa)
Pre- or Co-Requisites	Yes – if the courses are from within your department	Yes – if prerequisite courses are from outside your department
Catalog Description	Yes – Minor edits for clarity	Yes – if affected by other major change(s)
Learning Outcomes	No	Yes – Adding or deleting more than 20% of the approved outcomes
Content	No	Yes – Adding or deleting more than 20% of the approved outcomes
General Education	No	Yes
Course inactivation or reactivation	No	Yes

1. Course Information

1.1. Type of Proposal:

If this is a New Course, simply check the "This is a New Course" box and proceed to section 1.3. If this is a Course Revision, please check all boxes that apply. A course is considered NEW if:

- It did not appear in the previous academic year's college catalog; or
- It is a special topics course that has been previously offered for and is being formalized with a unique course number.

1.2. Course Prefix, Number & Title:
Enter the proposed course prefix and number, and title of the proposed course. If this is a new course without an assigned course number, you need to first contact the Registrar's office to obtain a course number.

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:
Provide the course prefix, number, and title of the course that will be removed if this course is approved.

1.4. If this is a course revision, please indicate the reason for revision (check all that apply):
Indicate the reason for this course revision by checking all that apply. For questions, please contact the Academic Affairs Committee (curriculum@esf.edu). If this course is being proposed as a General Education course, please complete the General Education course supplement form.

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.
Provide a narrative indicating why the course is needed to meet the current or proposed goals and outcomes of the program or College. For example, if the course has previously been taught as a special topics course. If this is a major revision of an existing course, indicate why the revision is necessary to meet the goals and outcomes of the program or College.

2.2. Credit hours:
Please indicate the number of credit hours for this course. A 3-credit lecture or discussion course typically meets for either three 55-minute time blocks per week or two 80-minute time blocks. One-credit lab/field/studio courses meet for three hours per week. Three-credit asynchronous online courses typically require between 6-9 hours of work per week per student.

2.3. **Semester offered (check all that apply):**
Check each semester that this course will be offered.

2.4. Anticipated enrollment per semester offered:
Enter the anticipated number of students expected to be enrolled in the course in each semester the course is to be offered. This is not a course cap. Caps are set between the Registrar and the department.

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.

Indicate each format that will be used as well as how many contact hours per week per format. For online courses please also complete Part 4 Addendum of the form. Courses that are not online do not have to complete Part 4.

2.6. Level of instruction:

Lower Division classes are undergraduate classes in the 100-299 range; Upper Division classes are undergraduate classes in the 300-499 range; Beginning Graduate classes are graduate classes in the 500-599 range; Advanced Graduate classes are graduate classes in the 600-999 range.

2.7. Is this a general education course?

For proposed General Education courses, please review the SUNY General Education Requirements as an aid in assessing whether your course may fulfill General Education requirements for the specified knowledge area. If you wish your course to be considered as meeting General Education requirements, complete a General Education Course proposal form and attach it to the Course Proposal Form.

2.8. Is this a required course?

If this is a new required course, please note that you will generally need to additionally submit a Curriculum Proposal Form to AAC indicating the revision of the curriculum, and explaining where the course will fit within the program, showing new class sequencing, etc.

2.9. Is this course an elective within your department?

Please indicate whether this course is an elective within your department.

2.10. Is enrollment in this class restricted?

Restricted enrollment refers to particular classes of students and whether they are eligible (or not) to enroll in the class. For example, the course may be restricted only to students in a certain program, only to students of a particular class standing, only to ESF students, etc.

2.11. Are other ESF or SU courses similar or identical to this course?

Indicate the relationship between the proposed course and existing ESF or Syracuse University courses.

If this course addition or revision affects other Departments or academic programs, explain the impact of this course in meeting the goals and outcomes of those Departments/programs. You must affirmatively state that affected departments have been notified and have responded to the anticipated impacts, if any, with a commitment of resources.

2.12. Is this course a shared resource offering?

Indicate whether this is a shared resource course (undergraduate and graduate). Shared resources courses are designated when the topic of coverage of both courses is the same and when the contact hours are scheduled simultaneously. Please note that these courses should have additional requirements for graduate students to make them graduate-level courses.

2.13. Student Learning Outcomes:

The learning outcomes should be stated such that they are specific, measurable, achievable, and relevant to the level of instruction, content, and pedagogical methods. If this is a Shared Resource course, there should be an obvious difference between the learning outcomes of the two courses relevant to the level of instruction.

One tool that may be helpful in developing your learning outcomes is Bloom's Taxonomy (originally published in 1956, revised by Krathwohl and Anderson in 2001). For more information or for help with learning outcomes, please contact the ESF Teaching and Learning Center located in the Open Academy.

Example learning outcomes:

At the end of this course, students will be able to:

- *Assess the scientific evidence for the strengths and weaknesses of different farming systems (e.g., conservation agriculture, regenerative agriculture, and permaculture), marketing, and policy approaches to improve agricultural sustainability and reduce the costs and unintended consequences of agricultural production.*
- *Apply SAR data processing for real-world applications using a SAR processing software package (e.g., PCI Geomatics). Examples of applications include wetland, agricultural, and forest classification, flood monitoring, sea and ocean surface characterization, and sea ice detection and discrimination.*
- *Accurately and precisely use volumetric methods of chemical analyses to determine the concentrations of unknown analytes in a solution.*

2.14. Major concepts, processes, or tools:

This section identifies course content, skills, and/or themes (e.g., think of this as the course index or a table of contents). A numbered or bulleted list is adequate. These need to be consistent with the learning domains and outcomes.

2.15. Instructional methods:

Describe how the department or Division anticipates the course outcomes will be met (e.g., lecture, lab, recitation, seminar discussion, field, other). Identify anticipated principal instructional methods. Identify primary evaluation tools, if appropriate (e.g., exams, papers, projects). Provide an example of a suggested textbook or other learning resources.

For example:

- ***Field labs for identification*** *of in situ individuals of any age, young to mature, using knowledge of both morphological and ecological characteristics to aid identification.*
- ***Weekly discussion groups*** *regarding values of human interactions with the natural environment.*
- ***Semester-long research paper*** *summarizing the natural history of the area - geology, climate, soils, major plant communities, cultural effects, and interactions among these in the landscape.*

2.16. Course history:

Please provide the dates of initial approval of the course and any history of subsequent revisions.

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

Format: Indicate the format of the course (e.g., "3 hours of lecture", "3 hours of lab/field/studio", "2 hours of lecture and 3 hours of lab", "online asynchronous", "online synchronous with 3 hours of virtual discussion and lecture")

Brief description.

If this is a shared resource course, there should be a sentence in the catalog description to differentiate the levels of instruction. You must include the following phrase for both courses that share resources: "Note: Credit will not be granted for both xxx and xxx." *The catalog description should not exceed 1000 characters.*

Semester(s) offered: Provide the semester this course will be offered (e.g., fall, spring, or summer)

Pre/co-requisites:

For each pre-requisite and co-requisite course, please indicate the relationship to the proposed course. Include pre- and co-requisite courses that are taught by another department, as well as those taught in the home department.

3. New Institutional Impacts

This section pertains to forecasting institutional resource needs to support the course or course revision. **If additional staffing is required, Provost approval is needed prior to submission.** 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.* If there is no change in the needs, please enter "no change."

3.1. Staffing needs:

Staffing requirements may include a full-time vs. visiting instructor, the requirement for a new hire, teaching assistant or laboratory assistance, etc. If this is a new course identify whether staff are already in place to teach the course; if this is a course revision identify whether there is a need for additional staff. If the course revision requires no change in staffing requirements, please enter "no change."

3.2. Classroom resources:

Classroom resources include physical facilities in a laboratory, lecture hall, flexible space, and academic computing. If the course revision requires no change in classroom resources, please enter "no change."

3.3. Technology resources:

Technology resources include technologies such as (but not limited to) electron microscopes, UAVs, GPS receivers, and survey equipment. If the course revision requires no change in technology resources, please enter "no change."

3.4. Computing resources:

Computing resources include (but are not limited to) software licensing, hardware, network access. Please contact Computing and Network Services for help securing enterprise computing resources. If the course revision requires no change in computing resources, please enter "no change."

3.5. Library resources:

Library resources include (but are not limited to) subscriptions and services. Please contact Moon Library for help securing library resources. If the course revision requires no change in library resources, please enter "no change."

3.6. Transportation requirements:

Transportation requirements include (but are not limited to) budget, fees, fleet, vehicles. Please contact the Business Affairs Office for help securing transportation resources. If the course revision requires no change in transportation resources, please enter "no change."

3.7. Will there be a course fee required?

While the exact course fee does not need to be provided, please indicate whether you expect a course fee to be required.

3.8. Forest properties or field practicum facilities:

Please indicate any use of the forest properties or field practicum facilities. Please contact Forest Properties each semester to schedule the use of facilities. If the course revision requires no change in use of the Forest properties or field practicum facilities, please enter "no change."

4. Online Course Addendum

This section should only be completed for online or hybrid course formats.

4.1. Online Course Format:

Indicate the course format:

- Asynchronous online: 100% of the direct instruction occurs under a time delay; that is, direct instruction is recorded/stored and accessed later. Students are never required to be online at a certain time during the week for class to meet. *Example: lectures are recorded in PowerPoint and made available as videos through Kaltura and Blackboard.*
- Synchronous online: 100% of the direct instruction occurs in real time without a time delay. Students are always expected to be online at a certain time for class sessions. *Example: Students attend lectures that are online via Zoom every Tuesday and Thursday at 8:00 am.*
- Combined online: 100% of the direct instruction combines both synchronous and asynchronous types. *Example: Students usually watch recorded lectures, but there is one synchronous session every other week to attend, or students watch lecture on Monday and attend live classes via Blackboard Collaborate or Zoom on Wednesday and Friday.*
- Hybrid: A portion of the direct instruction is delivered to the student via an online communication method and the remaining portion of the direct instruction is required to be delivered face-to-face. At ESF, a course will be considered hybrid if the learning time equaling at least one credit hour is online. *Example: Students attend class in Bray Hall on Monday and Wednesday but on Friday there is an online lecture to watch or discussion to participate in*.

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

For all synchronous, combined, and hybrid courses that have a live class session component, please explain how often the class will meet and for how long. This is important to list for students so that they can plan their class schedules and other commitments. *Example: ABC 365 will meet live once every week for 55 minutes or XYZ 230 will meet four synchronously four times over the course of the semester for an hour each time.*

Course Needs

4.3. Will you be using Blackboard at SU as your learning management system?

Blackboard is the Learning Management System (LMS) that is used for online courses at ESF. In some special cases, an alternative, such as Microsoft Teams, may be used. Using an LMS is important for record-keeping, accessibility, student technology support, and student engagement and communication.

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

Please list all the institutional and supported technology tools that you think that you will be using for your course. This is valuable information for students as well as staff in CNS, ITS, and the TLC. Additionally, if there are technology tools that you will need that are not supported, it is important to identify that in the design and development phase of the course so that a supported alternative can be found.

4.5. Will students need to use specialized software?

Listing software requirements allows students to purchase or rent software licenses. If the software is going to be available through the ESF computer labs, it is important to identify the software early so that procurement and installation can take place.

4.6. Will students need any additional computer hardware, such as a webcam, microphone, or camera?

In some cases, such as for synchronous virtual sessions, it is important for students to have access to certain hardware, such as a webcam and microphone. For asynchronous courses that require a final presentation, a camera or microphone may also be required. If students will need to take photos of their work to upload onto Blackboard, it is important to identify these needs early so that students are able to prepare.

Interaction & Assessment

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

According to new Federal regulations, substantive interaction engages students in teaching, learning, and assessment and also includes at least two of the following:

- Providing direct instruction;
- Assessing or providing feedback on a student's coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency;
- Other instructional activities approved by the institution's or program's accrediting agency.

In your response, please be as specific as possible. *Example: Substantive interaction will take place through participation in the discussion board and feedback on responses and through a weekly live Q&A session that students can attend.*

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

Recent Federal regulations define regular interaction as proving an opportunity for substantive interactions between the student and instructor or instructors on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency, monitoring the student's academic engagement and success, and ensuring that an instructor is promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring or upon request by the student.

In your response, please be as specific as possible. *Example: Each week there will be a journal prompt that the instructor will respond to. If a student scores below 80% on any one homework or quiz, they will need to schedule a half hour conversation with the instructor or TA to review the work and to plan for revision. Three hours of open office hours will be available each week via Zoom or by request of the student.*

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

Academic engagement is defined by active participation by a student in an instructional activity related to the student's course of student that:

- Includes, but is not limited to:
  - Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online where there is opportunity for interaction between the instructor and students;
  - Submitting an academic assignment;
  - Taking an assessment or exam;
  - Participating in an interactive tutorial webinar, or other interactive computer-assisted instruction;
  - Participating in a study group, group project, or an online discussion that is assigned by the institution; or
  - Interacting with the instructor about academic matters
- Does not include living in institutional housing; participating in the institution's meal plan; logging into an online class or tutorial without any further participation; or participating in academic counseling or advisement.

In your response, describe how you will monitor the academic engagement and success of students. Please be as specific as possible

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

Assessment is a key piece of any course and serves a key role to let students know how they are progressing in the course and towards mastery of the learning objectives. How often and by what methods will students be assessed in this course? Be as specific as possible. *Example: Students will be assessed weekly on low-stakes quizzes and discussion prompts. Every other week they will turn in a draft of a piece of their final project and will receive feedback on it for revision to turn in at the end of the semester.*

5. Health and Safety Considerations

Please answer Yes or No to questions 5.1 through 5.8. If this is a proposed course revision, the answers should pertain to the health and safety considerations that result from the effects of the revision. If the answer is "Yes" to any of these questions, please explain at the bottom of the page. If you are proposing a Lab or Field course, and all your answers are "No" please provide an explanation at the bottom of the page. Normally, some safety precautions are expected for such courses.

6. Approval Signatures:

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

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

Before submission of this proposal, the signature (or confirming email) of the Department Chair must also be obtained, indicating that the proposal has been reviewed and approved by the Department, affected departments have been notified, and confirming that there is a plan in effect to meet the resource needs of the proposed course.