ESF Course Proposal
Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 02/27/2020

1. Course Information:

1.1 Course Prefix and Number: EFB 485
Course Title: Herpetology
(If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 □ This is a New Course.
OR
□ This is a Major Course Revision
OR
☒ This is a Minor Course Revision

If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

(Please check all that apply)

☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources
☐ Title ☐ Concepts, Content ☐ Semester Offered
☐ Credit hours ☐ Catalog Description ☐ Course Inactivation
☐ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation
☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☒

☐ American History ☐ Humanities ☐ Other World Civilizations
☐ The Arts ☐ Mathematics ☐ Social Sciences
☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization
2. **Proposer Need Statement:**

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. This course is a biodiversity directed elective for five EFB undergraduate majors.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. Pre-requisite: Two semesters of Introductory Biology or equivalent.

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). Little to none; ~ 5% of students who enroll are from a department other than EFB.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements. N/A

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? Sufficient TAs are required to support the laboratory (instruction, administration, coordination of 3-hour laboratories). TA assignments will be made based upon current and future departmental allocation models. Typically two TAs are assigned to help deliver three lab sections. Undergraduate TAs, typically 2-4 per semester can play an important role in assisting with laboratory delivery.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? Laboratory instructional space, preserved collections, transportation for one required field trip per laboratory session per semester.

2.7 **Anticipated Enrollment (enter where applicable)**

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester:</th>
<th>Spring Semester:</th>
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<td>Summer Semester:</td>
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2.8 Anticipated frequency of class meetings. Two 1-hr lectures, and one 3-hr lab per week.
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EFB 485
3.1.2 Course Name: Herpetology
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☒ Spring ☐ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☒ Online ☐ Lab ☒ Field ☐ Other ☐ (explain)
3.1.6 Contact hours per week: 5
3.1.7 Prerequisite(s) – if none, please enter “None” (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) Two semesters General Biology

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   Lower Division ☐ Upper Division ☒
   Beginning Graduate ☐ Advanced Graduate ☐

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒.
   If Yes, please list the program(s) for which it is a requirement:
   b. Is this an elective course within your department? No ☐ Yes ☒.
   c. Is enrollment in this course restricted? No ☐ Yes ☒.
   If Yes, please explain: Enrollment is limited by the availability of lecture and laboratory instructional space. Lab instruction is limited to 25 per section as per class room size restrictions.
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐.
   If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☒ Yes ☐.
   If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course.

By the end of this course, students should be able to:

1) Explain variation in anatomy, physiology, behavior and development of amphibians and reptiles as factors that pertain to their current systematic understanding and known distributions.

2) Identify all species of reptiles and amphibians in New York State, and describe their ecological characteristics and geographical distribution, as well as identify members of prominent Families of reptiles and amphibians around the world.

3) Summarize the conservation status of reptiles and amphibians in New York State, describe the key threats to their survival, and strategies for their conservation.
3) Discuss relevant literature on reptile and amphibian biology and conservation.

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Evolutionary development, current diversity and distributions, and identifying characteristics of amphibians and reptiles.

Diversity, natural history and ecological characteristics of reptiles and amphibians in New York State and prominent Families around the world.

Morphological, physiological, behavioral and ecological adaptations of reptiles and amphibians to environmental stresses.

Conservation of imperiled reptiles and amphibians.

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. This course use lectures, discussion, and laboratory activities to meet the course outcomes. Lecture and discussion are about course topics, case studies and scientific papers. Lecture will be complemented with laboratory exercises to develop student proficiency in identification and classification. Field- and lab-based exercises focus on developing observation and research skills for studying natural populations.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

Two hours of lecture and three hours of laboratory per week. An introduction to the structure, function, ecology, behavior, development and distribution of amphibians and reptiles as they relate to the systematics of the various groups. Fall.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. The course was first approved 3/27/80.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course  □ YES  □ NO

If NO, then proceed to section 4 below.
If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

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4. 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.

Staffing needs: Sufficient TAs to support grading in lecture, and instruction for multiple (currently 2) laboratory sections.

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): For lecture: lecture hall or a classroom that can facilitate occasional group work.

Laboratory space that can accommodate 25-30 students working individually or in small groups.

Technology Resources: Lecture and laboratory: Computer and projection capabilities.

Computing Resources (software licensing, hardware, access): Lecture and laboratory: Digital projection and internet connection capabilities.

Library Resources (subscriptions, services): A reserved copy of the textbook.
Access to articles from the journals Journal of Herpetology

Transportation Requirements (budget, fees, fleet vehicles): Fleet vehicles for laboratory field trips

Forest Properties or Field Practicum Facilities: Use of Heiberg Forest for laboratory field trips
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., radioisotopes, 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 of 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: Students will be studying specimens preserved with alcohol in closed/sealed containers.

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. Students will be instructed on health and safety practices during field trips.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

Affected Academic Department(s) or Program(s) – other than the sponsoring department:

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<tr>
<th>Department/Program 1</th>
<th>Name of Chair/Program Director</th>
<th>Or letter attached □</th>
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<td>Department/Program 2</td>
<td>Name of Chair/Program Director</td>
<td>Or letter attached □</td>
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<td>Department/Program 3</td>
<td>Name of Chair/Program Director</td>
<td>Or letter attached □</td>
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Chair Signature

[If more than three Departments/Programs, please continue on a separate page]

Other Units:

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<tr>
<th>Role</th>
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<th>Date</th>
<th>Or letter attached □</th>
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<tr>
<td>Associate Provost for Instruction &amp; Dean of the Graduate School (for Gen Ed courses only)</td>
<td></td>
<td>Date</td>
<td>Or letter attached □</td>
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<tr>
<td>Registrar</td>
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<td>Date</td>
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<td>Library Director</td>
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<td>Computing and Network Services</td>
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<td>Physical Plant</td>
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<tr>
<td>Forest Properties</td>
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<td>Environmental Health and Safety</td>
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7. Proposer Information and Sponsoring Department Chair Affirmation:

Contact Person:

Name: James P. Gibbs
Department: Environmental and Forest Biology
Email: jgpibbs@esf.edu
Phone: 315-470-6764

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: Melissa Fierke
Date: ____________
Department Chair (or designated curriculum representative)
Signature: __________________________
Department Chair (or designated curriculum representative)
Or letter attached ☐

8. Approvals:

______________________________  __________________________
Curriculum Committee  Date

______________________________  __________________________
Faculty Governance  Date

______________________________  __________________________
Provost  Date