State University General Education Requirement (SUNY-GER)

Instructions: Course Addition Reporting Template

Use the format set out on the following page when reporting courses that have been approved locally for any of the SUNY-GER categories. The System Guidelines for the Approval of State University General Education Requirement Courses are available at www.sysadm.suny.edu/provost/generaleducation.

Supply the information indicated in I-VIII of the Course Addition Reporting Template. Instructions/examples are provided in boldface. Use as much space as appropriate to provide the requested information–generally, this need not be more than a single page altogether. This document is not a form, but you may find it convenient to use it to create a template for your submissions. Campus-specific formats that clearly provide the information requested in I-VIII may also be used.

Recently, we have moved the GER course approval process to an online application. The Course Submission and Evaluation System (CourSES) is designed to allow campuses to:

- look up SUNY-Approved GER courses,
- submit GER courses for approval,
- check on the status of pending approvals, and
- communicate with reviewers in the Office of the Provost.

CourSES updates and replaces all previous methods of general education course approval, and is the only accepted method of submitting courses. Approved courses will be automatically integrated with the SUNY warehouse data submitted through SIRIS.

Access CourSES here: https://suny.edu/courses/

Any questions about an offering’s conformity with campus and System guidelines will normally be conveyed within 30 days of receipt by the Provost’s Office. Campuses shall refrain from publicizing a course as a SUNY-GER offering before receiving confirmation from the Provost’s Office. Requests for expedited processing should be made at the time of submission.
State University General Education Requirement

Course Addition Reporting Template

CONTACT TAB

I. Campus.

SUNY College of Environmental Science and Forestry

II. Primary Campus Contact Person. Additional contacts if needed for specialized course information.

S. Scott Shannon, Associate Provost for Instruction & Dean of the Graduate School, sshannon@esf.edu, 315-470-6599

Eddie Bevilacqua, Chair, Undergraduate Education Committee, FNRM, ebevilacqua@esf.edu, 315-470-6697

Mike R. Bridgen, Director, Ranger School and Professor, bridgen@esf.edu, 315-848-2566 Extension: #105

If the relevant learning outcomes are being achieved across multiple courses, provide all solicited information in sections III-VII for all applicable courses, along with any other explanation that may be helpful or necessary.

COURSE TAB

III. Course Identification.

A. Dept./Subject Designator, Number, Title, # of credits, SUNY Course Id

FTC 105 Tree and Forest Biology, 3 credits

Course Description.

A four-week summer program having forty-five hours of lecture and forty-five hours of lab. An introduction to the biology of trees and the diversity of animal life commonly found in forests. Field labs concentrate on biological relationship in Adirondack forests. Summer.

B. Is this course also listed under another discipline? Identify additional course information.

CATEGORY TAB

IV. SUNY-GER Category/Categories.

Natural Sciences

1. Does this course fully or partially satisfy the general education category?
Yes, this course fully satisfies the general education category as students participate in field studies and explore methods used by scientists to explore natural phenomena, including field observation, measurement and data collection, evaluation of evidence, and employment of mathematical analysis. They will apply scientific data, concepts, and models to describing forest dynamics.

2. Have the student learning outcomes changed to meet the general education category requirements?

   No

3. If category is Basic Communication, does this course fulfill oral or written skills?

   N/A
ATTACHEMENT TAB

V. Student Learning Outcomes.
   1. Understand the flowering structures of angiosperms and gymnosperms
   2. Understand the basic plant physiological processes of plant growth regulators, enzymes, mineral nutrition, and vegetative growth
   3. Understand the unique physiological characteristics of trees, including water translocation and carbon storage in the bole
   4. Understand the role of carbohydrates in the forests, photosynthesis, respiration and carbon partitioning among plants and animals
   5. Recognize the major morphological characteristics of mollusks, arachnids, insects, salamanders, amphibians, birds and mammals

VI. Topical Outline.
   Trees are the dominant biological organisms in forests. They also provide the environmental structure to support many forms of animal life. This course is designed to introduce students to the biology of trees and other woody plants, and animal biology using examples from forests. Students will learn how trees grow from a physiological perspective. They will also learn the morphological characteristics of prominent animal species. Laboratory topics will compliment lecture material but will emphasize biological studies in the northern hardwood forest ecosystem. Field labs may include projects in plant diversity, sampling methods for collecting insects, salamanders or other small animal life forms, measurements of carbon partitioning within the forest, and restoration biology. The proximity of the Ranger School to the Dubuar Forest, the State Preserve Forest lands, and private cooperators, provides great opportunities for field studies

VII. List of Sample Readings.
   N/A

CORRESPONDENCE TAB

VIII. Please include any additional comments relevant to course approval.