

## 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

#### 1. Course Information

- 1.1. Type of Proposal:                      New                       Revision                       Replacement
- 1.2. Course Prefix, Number & Title: EFB 432: Research Internship in Environmental Biology
- 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):

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Course Number,<br>Division, or Prefix | <input type="checkbox"/> Title                    | <input type="checkbox"/> Credit<br>Hours            | <input type="checkbox"/> Pre or<br>Co-Requisites |
| <input type="checkbox"/> Catalog<br>Description                | <input type="checkbox"/> Instructional<br>Methods | <input type="checkbox"/> General<br>Education       | <input type="checkbox"/> Format                  |
| <input type="checkbox"/> Learning<br>Outcomes                  | <input type="checkbox"/> Concepts or<br>Content   | <input type="checkbox"/> Institutional<br>Resources | <input type="checkbox"/> Semester<br>Offered     |

## 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.

Course is needed as companion to EFB420 (Professional Internship in Environmental Biology). EFB420 is available for students to earn credits for jobs and internships from organizations and institutions external to ESF. It is graded S/U due to supervisory limitations. This course would provide the opportunity for students who are working in labs and in the field with ESF faculty and staff to earn credit. There is currently no mechanism for students applying upper division knowledge to gain credit outside of independent research within ESF.

- 2.2. Credit hours: 1-5

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

- 2.4. Anticipated enrollment per semester offered: Fall 5 Spring 5 Summer 5

- 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 \_\_\_\_\_  
 Lab \_\_\_\_\_  
 Field \_\_\_\_\_  
 Studio \_\_\_\_\_  
 Online \_\_\_\_\_  
 Other \_\_\_\_\_

If other checked above, please explain:

Forty hours of full-time dedication to the internship is expected for each academic credit. Up to 5 credits may be awarded for each experience and up to 10 credits may be taken in aggregate during an individual student's undergraduate tenure

- 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:

Permission of instructor

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

If yes, please identify the courses:

EFB 420 and BTC 420 are similar; differences outlined above

- 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.

Learning outcomes vary widely depending on the subject matter and scope of project.

After completing this course the student should be able to:

- Mobilize skill sets relevant in the workplace,
- Demonstrate the work ethic and standards of professionalism typical of practitioners in their chosen field,
- Identify how skills and ideas from their academic training are applied in the workplace.

\*Student learning plan is required at the outset of a project to identify specific learning outcomes

- 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.

- This course is intended to enable students to receive upper-division academic credit in exchange for relevant experience within the the department where independent research is not undertaken.
- The experience must have employ techniques or skills expected of an upper-division student
- The experience must be supervised/mentored by a faculty/staff of the Department of Environmental Biology.
- Specific concepts and tools will be relevant to the experience being undertaken

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

- Experiential skills will be built based on the circumstance of the opportunity (e.g. lab based, field based, data analytics)
- Student functions independently as described in learning plan under supervision of faculty mentor
- Students will keep a weekly log of activities
- A final paper of 5-10 pages outlining the students experiences, skills gained/refined, and include any reports/supporting materials developed during experience as an addendum
- Additional deliverables may be added by supervisor

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

This course is a new course, but comes from a need due to the gap between EFB420 and EFB498. This is a similar reason EFB 420 was created on 1/27/00 when it was revised by faculty action as a variable credit (3–5) course that could accommodate 3- or 4-credit internship experiences that had been enrolled inappropriately as research problems (EFB 498) or topics courses (EFB 496). It is now being rewritten and its content modified to further distinguish the course from EFB 498.

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

Format: Individual experiences. 40 hrs. of work per 1 cr.

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

This course is intended to enable students to receive academic credit in exchange for experiences that employ techniques or skills expected of an upper-division student in the biological sciences. These must be overseen by a faculty/staff within the Department of Environmental Biology. A final paper of 5-10 pages outlining the student's experiences and skills gained or refined. The report should include any supporting materials developed during experience. Students may enroll in 1- 5 credits per experience and a maximum of 6 credits during their tenure at SUNY ESF. Grading Satisfactory/Unsatisfactory.

Semester(s) offered: All

Pre/co-requisites: Permission of Instructor

### 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:

enrollment is dependant on faculty willingness/availability

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

depends on needs of individual experiences

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

depends on needs of individual experiences

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

depends on needs of individual experiences

3.5. Library resources (subscriptions, services):

depends on needs of individual experiences

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

depends on needs of individual experiences

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):

depends on needs of individual experiences

**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?

## 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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2. Will any physical hazards be present during instruction? (e.g. machines that need safety guards; razor blades or syringes; compressed gases, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4. Will any radiation hazards be present during instruction? (e.g. radiosotopes, X-rays, ultraviolet rays, lasers, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

**Any concerns and mitigation efforts specific to an experience will be discussed between student and supervisor**

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.



**6. Approval Signatures:**

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



4/3/24

---

Department Academic Affairs Committee Representative (if applicable)

Date

---

Department Chair

Date

---

Provost  
(if proposal requires additional staffing or resources)

Date

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