

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.

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Department: Library

1. Course Information

- 1.1. Type of Proposal: New ☐ Revision ☒ Replacement ☐
- 1.2. Course Prefix, Number & Title: ESF 797 Grad Seminar in Research, Writing, and Resources
- 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:
ESF 797 Grad Seminar on Info Resources

- 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 |

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.

This course exists to help graduate students develop their research and writing skills and their scholarly toolkit while participating in a peer-based learning environment. The revisions herein are necessary to keep pace with the current scholarly ecosystem, including knowledge of AI-driven research tools, grant funding, data visualization tools, and citation management software. Our focus will be on developing the whole student and creating individualized strategies for success.

- 2.2. Credit hours: 1
- 2.3. Semester offered (check all that apply): ☐ Fall ☒ Spring ☐ Summer
- 2.4. Anticipated enrollment per semester offered: Fall _____ Spring 12-15 Summer _____
- 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 1
- ☐ Lab _____
- ☐ Field _____
- ☐ Studio _____
- ☐ Online _____
- ☐ Other _____
- If other checked above, please explain:
- 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.

Students will be able to identify appropriate research tools and resources.
Students will learn how to manage their scholarly identities.
Students will be able to provide constructive criticism to their peers.
Students will be able to match data with their appropriate visualizations.
Students will learn how to create personalized scholarly workflows.
Students will be able to demonstrate advanced research skills.
Students will be able to write successfully for different audiences.
Students will be able to locate grant funding opportunities.
Students will master the skills of public presentation.

- 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 will cover a range of topics, including but not limited to:

- Citation strategies, tools, and workflows
- Grant funding, writing, and cycling
- Presentation tools and digital literacy
- Public speaking
- Networking
- Thesis development and comprehensive literature searching
- AI research tools
- Data visualization
- Author's rights, copyright, and intellectual property

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

This course will be delivered via a combination of lecture, guest lecture, writing prompts, discussion boards, readings, and opportunities to present.

- 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 was originally conceived of in the Fall of 2008 and was revised in the Spring of 2018.

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

Format: One hour of lecture/discussion per week.

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

This course will explore strategies and tools for graduate student success, including advanced topics in research, writing, and resources. Each week we will focus on a different topic in scholarly communication. Throughout the course, there will be a variety of opportunities for students to present their research interests to their peers and receive informal feedback. We will have guest lectures on a variety of subjects and students will formulate questions for these guests and write reactions on the lectures. The overall course will be shaped to some degree by the student cohorts' interests.

Semester(s) offered: Spring

Pre/co-requisites: n/a

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:

No change.

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

No change.

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

No change.

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

No change.

3.5. Library resources (subscriptions, services):

No change.

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

No change.

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):

No change.

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?	☐	☒
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:

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.



Department Academic Affairs Committee Representative (if applicable)

Date 10/8/25



Department Chair

Date 10/8/25

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.