

**PROPOSED SENIOR EXPERIENCE COURSE FOR RRT MAJORS: CSS 4XX<sup>1</sup> Conservation Management and Planning II (4-credits)**

**Instructor:**

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Associate Professor and Undergraduate Coordinator

Department of Conservation Social Sciences and Bioregional Planning and Community Design

**Overview:** *Advanced theory, processes and techniques for the management and planning of conservation systems and working landscapes. In-depth focus on conservation planning approaches such as comprehensive, strategic, advocacy and communicative action planning; critical examination of sprawl and the alternatives for controlling development on natural sites and larger landscapes at the urban-rural interface. Field trips required.*

COURSE COMPONENTS	UNIVERSITY LEARNING OUTCOMES				
	Learn & integrate	Think & create	Communicate	Clarify purpose & perspective	Practice citizenship
<b>A. Course Objectives</b>					
1. Be able to design and demonstrate the use of conservation planning processes that are sensitive to the needs of people & take into account the sustainability of political, biophysical, social & economic processes & institutions;	X	X	X	X	X
2. Be conversant in & be able to apply planning theories and concepts & appropriately use planning terms commonly used in conservation;	X	X			
3. Be able to discern between kinds, styles & purposes of conservation planning in the public, private & nongovernmental sectors;	X			X	X
4. Understand & be able to explain the alternative roles for clients, citizens, technocrats, governments & enterprises in conservation planning;	X	X	X	X	X
5. Be able to produce simple, but technically robust, planning documents;	X	X	X		
6. Be able to apply conservation planning frameworks &		X	X		

<sup>1</sup> This class is required of all students and is currently offered as CSS 386 (4 credits) in the format described in this proposal. A formal request to renumber the course to CSS 4XX has been submitted to UCC.

COURSE COMPONENTS	UNIVERSITY LEARNING OUTCOMES				
	Learn & integrate	Think & create	Communicate	Clarify purpose & perspective	Practice citizenship
understand their strengths & weaknesses;					
7. Be able to understand the nature & limitations of planning for the future, & understand the role of professional judgment;				X	X
8. Be able to work effectively in groups of divergent professional & personal interests, &			X	X	X
9. Develop a values-based individual sense of professionalism that is an amalgam of personality, career interests, experiences, & political & conservation orientation.		X		X	X
<b>B. Class Pedagogy and Content</b> (see below for details)					
1. Pedagogic style and format	X	X	X	X	X
2. Participation and attendance	X			X	X
3. Integrative writing assignments	X	X	X		
4. Collaborative group project that involves community engagement	X	X	X	X	X
5. Service-learning commitment	X	X	X	X	X
6. Exams	X	X	X	X	
7. Senior Assessment	X	X		X	

### B. Class Pedagogy and Content:

1. The class meets for 80 minutes, three days a week and includes a minimum of traditional lecturing. Small interactive group sessions to go over readings and to work on projects, brainstorming, case simulations, demonstrations, free writing, presentations and other interactive methods will be major ways we use to exchange ideas and information and create knowledge during class.
2. Class participation and attendance are graded.
3. There are 10 integrative writing assignments that provide opportunities for students to explore in essay format what they are learning.
4. There is one collaborative group project that involves community engagement.
5. There is a major, semester-long service-learning commitment that serves to increase the capacity of the students, the instructors and the local/regional conservation community so that our contributions reflect a sensitive and responsible approach to the management of cultural and natural resource landscapes, the needs of communities, social-ecological systems and environmental change.
6. There are two exams focusing on information synthesis and problem solving, but will also cover factual knowledge, analytical skills, critical thinking and application. Both exams will be based on an understanding and application of readings, lectures, discussions, projects, exercises and other material covered during the semester and during the student's undergraduate experience.

7. In order to better satisfy the needs of the University mandated learning assessment this class will use the writing and presentation rubrics that we have developed for that purpose. Assessment will be conducted using a special tool to measure learning over the tenure of each student—it will first be administered to the students in a freshman class and repeated in CSS 485.

**The Critical Role of Service Learning and Community Engagement in Conservation Planning:**

Service learning is used to enhance the experience of our students by bridging the gap between theory and practice. The College of Natural Resources has committed to programs that integrate ecological, social and natural resource science and management systems guided, in part, by these principles:

1. Use collaboration and partnerships to leverage resources to enhance the visibility, relevance and impact of programs;
2. Promote sustainability to aid regional economic well being and natural systems protection; and
3. Seek diverse perspectives and knowledge to enrich understanding of the region and each other.

Our goal is to collect and integrate conceptual and practical information to support conservation planning on the greater Palouse as a service-learning project. Service Learning is an enhancement to the more common student-centered projects widely used in planning and natural resources curricula. Sigmon (1979) defines service learning as an experiential approach premised on "reciprocal learning," where learning flows from service activities to both those that provide service and those who receive it. At the U of I service learning is a course-based, credit-bearing educational experience that:

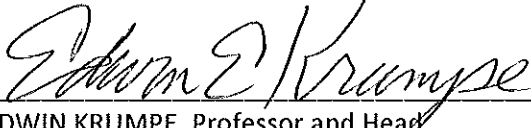
1. Provides an organized service activity that meets identified community needs;
2. Requires that students reflect on the service activity;
3. Leads to further understanding of course content and an appreciation of the discipline; and
4. Enhances their sense of civic responsibility.

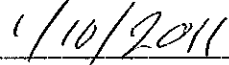
The service learning literature identifies five additional characteristics of special significance to our class:

1. Places an emphasis on the different ways of understanding;
2. Values the human experience as a source of learning;
3. Requires reflective thinking to transform experience into learning;
4. Provides an ethical foundation that stresses citizenship to community, profession, and a larger public interest; and
5. Involves the participation, not just of students, but also of faculty and community as learners through prolonged engagement.

**APPROVED:**

This class is approved as the senior experience for students earning a Bachelor of Science in Resource Recreation and Tourism from the Department of Conservation Social Sciences.

  
 EDWIN KRUMPE, Professor and Head

  
 Date