CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE 12.17.2006
PROGRAM AREA ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT

1. Catalog Description of the Course.*]*

Prefix ESRM Course# 200 Title *Principles of Resource Management, Conservation and Stewardship* Units (3)
2 hours lecture per week
2 hours activity per week
☒ Prerequisites ESRM 100; BIOL 200
☐ Corequisites
Description Students will work with the National Park Service, U.S. Geological Survey or other agencies on related resource projects.

	Graded	
☐ Gen Ed	☐ CR/NC	☐ Repeatable for up to units
Categories		
☒ Lab Fee Required	☒ A - F	Total Completions Allowed
	☐ Optional (Student's choice)	☐ Multiple Enrollment in same semester

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	2	1	20	☒	
Seminar				☐	
Laboratory				☐	
Activity	1	2	20	☒	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

A requirement for the ESRM major, this course will provide continuity in the ESRM curriculum by building on the Introduction to Environmental Science and Resource Management ESRM 100 with a focus on the application of resource management principles introduced during the freshman year. Currently the ESRM major does not offer a sophomore level course and this lack of continuity has been an issue with many students. This course will include an introduction to many of the issues associated with water, land use, and resource management (water, wildlife, parks and protected areas, wetlands, and coastal areas) in the Ventura County and surrounding Mediterranean biome. Working closely with the National Park Service staff at Santa Monica National Recreation Area and Channel Islands National Park the course will address many of the management issues that are the focus of local public lands management (e.g. wildlfire ecology, endangered species protection, cultural resource management, and resource protection). Building on the volunteerism begun in ESRM 100, this course will provide students with opportunities to discover linkages between theory and practice in authentic settings. Through a Community Based Research (CBR) approach, the instructor, and the community partners will identify on-going needs that lend themselves to undergraduate involvement that may ultimately create research and or internship opportunites for students with an interest in resource management. Students will be actively engaged in a variety of projects (e.g. wildlife monitoring, invasive species eradication, and trail management) that will provide opportunities for active and cooperative learning with resource managers. This course will provide opportunities to share institutional resources and resource expertise as well as provide students with experiential learning opportunities beyond what is possible in traditional college classes.

Learning Objectives:
Upon Completion of this course students will be able to:

* articulate an interdisciplinary understanding of the complexities of international conservation
* demonstrate an understanding of the relationship between conservation initiatives and the local community
* demonstrate a familiarity with field research techniques used during the project
* define environmental problems from the perspective of both environmental science and resource management.
* identify possible causes and propose solutions to environmental problems from the perspective of both environmental science and resource management
* evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management.
* make use of current technological tools.

4. Is this a General Education Course **YES** ☐ **NO** ☒
If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)
A-1 Oral Communication ☐
A-2 English Writing ☐
A-3 Critical Thinking ☐
B (Mathematics, Sciences & Technology)
B-1 Physical Sciences ☐
B-2 Life Sciences – Biology ☐
B-3 Mathematics – Mathematics and Applications ☐
B-4 Computers and Information Technology ☐
C (Fine Arts, Literature, Languages & Cultures)
C-1 Art ☐
C-2 Literature Courses ☐
C-3a Language ☐
C-3b Multicultural ☐
D (Social Perspectives) ☐
E (Human Psychological and Physiological Perspectives) ☐
UD Interdisciplinary ☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

1) History of resource conservation in the United States and global efforts to protect resources (World Conservation Srategies).
2) Science in the Parks.
3) The role of Inventory and monitoring for quality control in protected areas
4) Endangered species and resource conservation
5) Endangered Species and aquatic environments
6) Managing external publics and private concessions on public lands
7) The role of gateway communities in public land management
8) Parks and Community: Outreach and strategies for meeting the needs of diverse communities

Does this course overlap a course offered in your academic program? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?
Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)
List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: ESRM

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Dombeck, Michael, Wood, Christopher, and Williams, Jack (2003). From Conquest to Conservation. Island Press.
Knight, Richard et. al. (2002) Ecosystem Management. Island Press.
Zaslowsky, Dylan (2002) These American Lands: Parks, Forests, Wildlife Refuges, Resource Lands, and Wilderness. Wilderness Society Press.
Benedict J., and McMahon R. (2004) Green Infrastructure: Linking Landscapes and Communities. Island Press
Annette, John. (2003) Deconstructing service learning: Research exploring context, participation, and impacts. Greenwich, CT: Information Age Publishing.
Rodriguez, Donald A. and Wells Marcella D. (1994). The role of service learning in a natural resource curriculum In Kraft, Richard J., and Swadener Marc (eds.) Buildling Community: Service Learning in the Academic Disciplines. Colorado Campus Compact, Denver.
Other selected readings (see brief course outline)

8. List Faculty Qualified to Teach This Course.

Don Rodriguez and other ESRM faculty

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☐ Summer ☐

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Don Rodriguez	10/13/06
Proposer of Course	Date

Approval Sheet

Program/Course:

_____

Program Chair(s) Date

_____

General Education Chair(s) Date

_____

Curriculum Committee Chair(s) Date

_____

Dean of Faculty Date