SERVICE LEARNING COURSE DESIGNATION FORM (5/15)

Please attach / submit additional documents as needed to fully complete each section of the form.

I. SERVICE LEARNING COURSE

Dept/Program  FORS  
Course Number 440

Course Title (Course title should end with the following designation: /SvcLrn)  
Forest Stand Management/SvcLrn

Number of credits

Type of Request:  
- New
- One-time Only
- Renew
- Change
- Remove

Rationale:

FORS 440 continues to use service learning as the basis for a semester-long group project that serves both as a capstone for the BS Forestry as well as provides a service of value to partnering land managers.

II. ENDORSEMENT/APPROVALS

* Instructor: Elizabeth Dodson  
  Phone / Email: 5542/Elizabeth.dodson@umontana.edu  
  Signature  
  Date 10/13/17

* Program Chair: David Affleck  
  Signature  
  Date 10/13/17

* Dean: Michael Patterson  
  Signature  
  Date 10/13/17

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. UM SERVICE LEARNING DEFINITION

Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

IV. SERVICE LEARNING COURSE CRITERIA

The University of Montana has established the following criteria for service learning designated courses. In order to receive the service learning course designation, the proposed course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments, and in-class time should be scheduled throughout the semester to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
Student service should address community-identified needs and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the value and impact of the service performed by the students.

Training (by the service agency) and preparation (by the course instructor) ensure that students are well-prepared and perform service activities in a professional manner in which vulnerable populations are not harmed.

Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.

In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.

If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. CONFIRMATION OF SERVICE LEARNING COURSE CRITERIA

Explain how this course meets each of the following criteria.

1. Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

As the instructor, I work with local forest land managers to identify appropriate stand-level planning needs for near-term management actions where a need for the action has already been decided. These actions range from forest restoration to commercial timber harvest to reintroduction of fire. Through the class students work in teams to complete an inventory, silvicultural prescription, operations plan, financial appraisal, and required environmental documentation. Completing this work requires student to integrate their learning throughout the remainder of their BS Forestry curriculum.

2. Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

The projects students complete through this service experience is the product of the integration of knowledge and skills gained throughout the remainder of their program of study. These are real-world projects that a local land manager fully intends to implement, therefore the project requires students to apply the classroom learning they have received throughout the remainder of their program to this real-world site with real objectives as determined by the community partner. Unlike many other classroom experiences that are simplified and generalized, here students must recognize and deal with all the details specific to a given project/situation.

3. Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus and should occur throughout the semester, not just at the end.

There are three main ways reflection is incorporated into the class. 1) Near the beginning of the semester, students are given two articles on professional ethics, specifically the role of a forester, and asked to present their response to the articles within the context of the service learning project and their careers. 2) Throughout the semester, lecture time is used to check in with students, where they are in the project, allow them to let instructors know what they are having difficulties with, etc. 3) The final exam period is used for a structured reflection exercise that includes both round-robin type directed discussion followed by an in-class writing exercise.
4. **Assessment**: What method(s) are used to assess the learning derived from the service experience? How often do they occur in the semester?

Group documents (cruise report, silviculture plan, operations plan, appraisal, environmental documentation) are submitted and revised many times each throughout the semester. Groups can resubmit these as many times as they like. A final grade is given to each document. Groups are also graded on a final presentation of their plan in the field to faculty, the community partner, and other practitioners. These individuals (the non-students attending the presentations) provide review comments to the instructor, which are included in a group grade for the presentation.

5. **Reciprocity**: How do community partner(s) provide advice and feedback on the nature and value and impact of the service performed by the students?

Feedback is provided by the community partner to students via at least a mid-semester check and the final presentation. Feedback from the community partners is also solicited by the instructor via conversation(s) throughout the semester and after the final plans have been submitted. As we only work with one community partner each semester, no formal process is in place.

6. **Training**: What training and preparation will be provided to students, and by whom, to assure students are prepared to perform their service activities in a professional manner in which vulnerable populations are not harmed?

There are no vulnerable populations involved in any of these projects.

7. **Service options**: What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

Only one service option is given each semester and is the same for the full class. Students are advised that if they do encounter a conflict of religious, political, or moral in nature they may work with the instructors to find another placement. In 10 years this option has never been exercised by a student nor has any student indicated discomfort in working with any partnering land managers.
8. **Number of service hours required**: How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

As the course is centered around the service project students are completing, designed to provide implementable stand-level plans to the partnering land manager, students put in many, many hours. All class time (7 hours/week) is devoted to some aspect of the projects and students spend many hours outside of class. Students have estimated they spend well over 150 hours each on these projects.

VI. **COMMUNITY PARTNER INFORMATION**

Provide information on the organization(s) that will provide service placements for students in this course.

**Name of Agency/Organization**: The Nature Conservancy  
**Contact Person**: Mike Schaedel  
**Phone/ Email**: 239-1867/michael.schaedel@tnc.org

**Name of Agency/Organization**: Bandy Experimental Ranch  
**Contact Person**: Chris Keyes  
**Phone/ Email**: 6051/Christopher.keyes@umontana.edu

**Name of Agency/Organization**: Shanley Creek Properties  
**Contact Person**: Wym Portman  
**Phone/ Email**: wym.portman@pon.com

VII. **ASSESSING SERVICE LEARNING AT UM**

Service learning and community engagement are important aspects of UM’s strategic plan. The Office for Civic Engagement at UM collects data about service learning to track student and faculty engagement and assess its impacts. To streamline data collection, analysis, and reporting, professors of service learning designated courses are highly encouraged to commit to having their students complete the university’s [pre/post-test service learning questionnaire](#). Faculty are also highly encouraged to fill out the online Service Learning Faculty Survey at the end of the semester they teach service learning courses.

- I will commit to having my students complete UM’s online service learning pre/post-test
- I will commit to filling out UM’s online faculty service learning survey.

VIII. **SYLLABUS**

**PLEASE SUBMIT SYLLABUS IN A SEPARATE FILE.**

The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus (please see definition above). The syllabus should also demonstrate how the above criteria are satisfied. For assistance see [preparing a service learning course syllabus](#) or Andrea Vernon, Director of the Office for Civic Engagement.

VII. **ELECTRONIC SUBMISSION**

Submit approved original, and electronic file to the Faculty Senate Office, UH 221. A PDF of the original signed form is acceptable.
FOR440 Timber Stand Management / Service Learning

Instructors:
Beth Dodson
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John Goodburn
Office: FOR 201A
Phone: (406) 243-4295
Email: john.goodburn@umontana.edu

Andrew Larson
Office: CHCB 432
Phone: (406) 243-5532
Email: a.larson@umontana.edu

Class Times:
One 1-hour lecture (FOR 206): W 11:00 – 11:50
Lab (FOR 206 or Field): W 12:00 – 5:50

Required Text:
Water Quality BMPs for Montana Forests.

Required Equipment:
Hunter orange or other high-visibility outerwear (required after Oct. 21)
Bear spray recommended

Prerequisites:
FORS 202 Forest Mensuration
FORS 341 Timber Harvesting and Roads
FORS 349 Silviculture

Course Description:
“The management and manipulation of the timber resource on private lands to reach multiple objectives, with a focus on the planning of forest operations.”

These goals will be met through a hands-on, semester-long, group-based service learning project. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Course Learning Objectives:
- Design and conduct a forest inventory.
- Set specific management goals for a forest stand based on the overarching management goals of the community partner.
- Design silvicultural and harvesting systems to meet various management goals.
• Present a timber management plan and a timber sale bid package in writing and verbally to clients (community partners) and potential bidders.
• Hone written and verbal communication skills.
• Solidify your own professional and land ethic.

FORS 440 is one of the College of Forestry and Conservation’s distributed upper-division writing courses.

Approved Writing Course Learning Outcomes
• Use writing to learn and synthesize new concepts
• Formulate and express written opinions and ideas that are developed, logical, and organized
• Compose written documents that are appropriate for a given audience or purpose
• Revise written work based on constructive feedback
• Find, evaluate, and use information effectively and ethically
• Begin to use discipline-specific writing conventions
• Demonstrate appropriate English language usage

Upper-division Writing Requirement in the Major Outcomes
• Identify and pursue more sophisticated questions for academic inquiry
• Find, evaluate, analyze, and synthesize information effectively from diverse sources
• Manage multiple perspectives as appropriate
• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
• Develop competence in information technology and digital literacy

Course Policies:
• All assignments are due at the BEGINNING of class unless otherwise specified. Late assignments will lose 10% of the potential points per day late.
• All work must be neat, legible and complete.
• All work will be submitted on-line through the class Moodle unless otherwise specified. Graded assignments will also be returned electronically. Use of "track changes" will greatly speed the return of resubmitted work.
• While you are allowed to work with fellow students on individual assignments, all submitted assignments must represent your own individual work.
• Group assignments may be resubmitted as many times as necessary (up to the final deadline) to obtain the grade and quality of work desired.
• Individual assignments may be resubmitted once within one week of when they are returned to students to receive up to 1/2 the missing points.
• All course communication (announcements, assignments, schedule with due dates) will be posted on the course Moodle, available through the UMOnline home page. The course Moodle can be accessed from any computer with internet access.
• All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
• All students need to be familiar with the Student Conduct Code. The Code is available for review online at Student Conduct Code.
Important dates:

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<tr>
<th>Deadline</th>
<th>Description</th>
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<tr>
<td>To 15th instructional day (Sept. 21)</td>
<td>Students can drop classes on CyberBear with refund</td>
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<tr>
<td>16th to 45th instructional day (Sept 22-Nov 2)</td>
<td>A class drop requires a form with instructor and advisor signature, a $10 fee from registrar’s office, student will receive a ‘W’ on transcript, no refund.</td>
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<tr>
<td>Beginning 46th instructional day (Nov 3 – Dec 12)</td>
<td>Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and</td>
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Grading:

Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.
Grades will be based on both individual and group work assigned during the term. All work may be edited and resubmitted (see above). The standard +/- grading scale will be used. All efforts will be made to return graded work within one week of when it is turned in. Posted grades will be updated continuously.

| Individual writing assignments (4): | 25% |
| Group writing assignments:         | 65% |
| Final oral field presentation:     | 10% |
| Total:                             | 100% |

Schedule

To be determined by the class on September 13.

Lectures TBD based on need and request.