

## 2005-2006 SUNY-ESF Service-Learning Course Descriptions

Class #	Class Title	Fall	Instructor	# Students Enrolled
CLL 410	Writing and Learning in the Community	Fall	Whitmore	8
<p>Students in this course worked through Syracuse University's Center for Public and Community Service for placement at various local community agencies. Weekly, students completed community service hours. In the fall, locations included: Syracuse Stage, Syracuse School District, Syracuse Library System, Peace Inc., Dorothy Day House and the New Environment Institute</p>				
EFB 215	Interpreting Science Through Art	Fall	Saunders	40
<p>EFB 215 students have again supported our community programs, e.g., the RWLS teacher workshop at Baltimore Woods, image banks, and the Town of Palmyra Erie Canal ways Self-guiding Trail booklet.</p>				
EFB 416/616	Intro to Environmental Interpretation	Fall	Saunders	49
<p>A teacher workshop: "Tales from the Forest: Above and Below Ground," with a module that included a poster, pocket guide, activity booklet and CD. This was with the Centers for Nature Education, and our part was funded by the John Ben Snow Foundation and Community Foundation of CNY. We also completed the field trip for our "Erie Canal ways Self-guiding Trail Booklet" for the Town of Palmyra. Weekend public guided nature walks for the months of October and November for Beaver Lake Nature Center.</p>				
EFB	UMEB Seminar: Culture & Conserv Biology	Fall	Kimmerer	7
<p>We worked with Anne Moore at the Cayuga County New Visions program to conduct a one-day biological inventory of a natural area in Auburn to obtain baseline information on habitat types and biodiversity to inform proposal to evaluate the area for possible protection. 7 people for a 6-hour field trip.</p>				
EFB Interns	Student Conservation Association / Zoos / Other Agencies	Fall	Shields	13
<p>The Student Conservation Association (SCA) is a non-profit group in New Hampshire that was set up to service the federal government and college students as interns in government agencies NPS, BLM, and USF&amp;WS, and Forest Service, primarily. The agencies provided them with a list of needs and students checked their lists to try matching. Annually, we have 5-10 students involved in SCA internships. Between Burnet Park and other local and more distant zoos (including NYC zoos, especially) in an average year 4-6 of our students have interned at Burnet Park, and 2 or 3 more elsewhere. Finally, 1 or 2 of our students also interned at Wildlife Rehabilitators.</p>				
ES Senior Syn	Community Projects Internships	Fall/Spring	Various	10
ERE 596	Senior Seminar / Independent Study	Fall/Spring	Various	10
FOR 476/676	Tourism Planning	Fall	Kuehn	11

In the fall of 2005, the students completed a tourism plan for the proposed Onondaga Park Arboretum and Botanical Garden in Syracuse, NY. The students worked with staff in the City of Syracuse Department of Parks, Recreation, and Youth Programs, as well as professors at SUNY ESF, to complete the plan. This plan is a follow-up to the tourism plan created by the FOR 476/676 class for Syracuse's entire park system in the fall of 2003. A draft copy of the Onondaga Park Arboretum and Botanical Garden plan will be available for review by January 2006, and the plan will be published by August 2006.

FOR 202	Intro to Sociology	Fall	Morrison	60
<p>Students in the class were required to complete 20 hours of community service with an agency of their own choice. They worked through SU's Center for Public and Community Service, students have chosen placements in the following agencies: Center for Nature Education, American Cancer Society, Beaver Lake Nature Center, Fair Housing Council of CNY, Food Bank of CNY, Sarah House, Dorothy Day House, Westcott Community Center, Near Eastside Adventures, Boys and Girls Club, and the MOST. Students were required to relate their community service experiences to the sociological theories they learned in class through written assignments.</p>				

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LSA 326	Design Studio III	Fall	Hoffman, Stribley	24
<p>Working with Onondaga County Department of Parks and Recreation the possibilities for a 21st Century Image of the Onondaga Lake Parkway. The students are responsible for developing project goals and objectives, a program for the Parkway, a comprehensive inventory and analysis of the Parkway and its context. A series of 2-3 meetings will be held with Onondaga County Parks and community members to solicit their goals, needs and ideas.</p>				

LSA 422	Design Studio 3	Fall	Shannon, Reeder	42
<p>LSA 422 is working on 3 different "service learning" projects this semester. Here are brief descriptions of each:</p> <p>Village of Tully: Main Street. This project focused on development of schematic plans for redeveloping streetscapes, public parking, and public open space in downtown Tully, NY. Students visited the village and worked with Tully's mayor and other interested local citizens to develop a variety of plans.</p> <p>Village of Cazenovia: Redevelopment of the former Town Highway Garage site. This project focused on development of schematic plans for redeveloping the former site of the Town's highway maintenance facility in downtown Cazenovia, NY. Students visited the village and worked with members of the Village's Board of Trustees, Public Library director, and other interested local citizens to develop a variety of plans incorporating parkland, expanded or improved public parking, and new commercial development sites.</p> <p>Village of Cazenovia: Lucas Farm. This project built on outcomes of the colleges' 2004 Cazenovia Community Visioning sessions, providing build out scenarios for one of several properties recently annexed into the Village of Cazenovia. Plans will be presented to the Village Board of Trustees and the Cazenovia Area Community Development Association.</p>				

LSA 496/696	Brazil Consortia Seminar	Fall	Doble, Carter	13
<p>This is the third year of the US Brazil Consortia which funds the exchange of US and Brazilian students to work on participatory urban design projects in neighborhoods of poverty. This semester 6 Brazilian exchange students and 7 ESF students worked with community members from Syracuse's eastside neighborhood to further four community open space projects including: the development of a community garden program, a proposal for an eastside neighborhood market, the formation of a friends group to support and care for Lexington Park and the exploration of urban landscape typologies at public housing sites.</p>				

WPE 331	Construction Safety	Fall	Tiss	33
<p>Working with Habitat for Humanity-delivery of toolbox talks and working with individual student volunteers to ensure a safe and healthful environment during the construction of homes for the local Syracuse community. Current enrollment of 33 students (combined graduate and undergraduate population).</p>				

CLL 410	Writing and Learning in the Community	Spring	Whitmore	41
Students in this course worked through Syracuse University's Center for Public and Community Service for placement at various local community agencies. Weekly, students completed community service hours. Spring locations included: Edward Smith Elementary School, the Utica Zoo, Home Headquarters, SU Ambulance, and the New Environment Institute. Students' writing projects for the course will connect to these service experiences.				
EFB 446/646	Ecology of Mosses	Spring	Kimmerer	18
This year our entire class is conducting a survey of the moss flora of a forest which has been proposed as a nature preserve, but which lacks the supporting data to document the diversity of the vegetation. Our class will prepare a scientific report on the mosses of the area as well as an educational brochure for distribution to citizens groups and a powerpoint presentation for use by the citizens group in their advocacy efforts.				
EFB 521	Principles of Interpretive Programming	Spring	Saunders	40
1) "Eco-Expo" program for Gifford Zoo celebrating local aquatic ecosystems, for April 22, Earth Day event, 1000- 2000 expected. 2) Science Trail: design-construction with publications for Corcoran High School; 3) Science Trail: design-construction with publication for The Centers for Nature Education; 4) Science Trail: design-construction for Beaver Lake Nature Center; 5) Connecting Classrooms to Nature: Teacher Workshop, Corcoran High School; 6) Corcoran High School Cultural and Historical Interpretation Self-guiding Trail Booklet for the visiting public;" Nature in Your Backyard" TV vignettes.				
FEG 340	Eng. Hydro/Hydraulics	Spring	Collins	25
Engineering Hydrology and Hydraulics. There are 25 students in the course, 22 undergrads and 3 graduate students. The end of semester project requires each student investigate the Stormwater control demands and needs of a small site in the city of Syracuse. Throughout the semester the students have been applying the theory of what they learn in the classroom to the labs assigned weekly by looking at specific case studies in Syracuse and even on ESF's campus.				
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FEG 489	Eng. Planning & Design	Spring	Daley	6
FEG 489 Engineering Planning and Design projects are often SL-based. I have teams working on projects that involve ESF students and community organizations/businesses involved with community-based projects.				
FOR 473	Planning and Development of Forest Recreation Areas	Spring	Kuehn	15
The students in FOR 473 are creating management plans for three different parks this year: Town of Volney Park, Fulton, NY; Baltimore Woods, Marcellus, NY; and Camp DeMolay, Sodus Point, NY. Each project requires that the students assess the resources and recreational opportunities of the park to which they have been assigned, and design facilities and recommend management strategies that enable the property manager to meet his/her management goals.				
FOR 480/680	Urban Forestry	Spring	Morrison	16
Students in the course prepared a neighborhood management plan with specific goals and objectives related to urban forest management. The exercise was designed to: 1) introduce students to broad-scale planning in urban forestry and 2) gain experience in dealing with public constituents. Each student group drew a consensus tract to serve as a study area in which they acted as the urban forester. They assessed the management issues in the area and the needs and desires of the residents. Students also interviewed homeowners to obtain information on public preferences toward their urban forest. The projects culminated in written final reports that addressed how the forest could be made better.				
FOR/EFB523	Tropical Ecology	Spring	Drew	16

Tropical Ecology convenes in the spring term every year; this year we took 16 students to Dominica, W.I. for 10 days of field study. Students do field research projects, which are written up and turned over as a bound volume to the Division of Forestry, Wildlife and Parks in Dominica. Another copy is placed in the library of the Archbold Tropical Research and Education Center at Springfield, the site of our work. These projects provide information in a useable form to Division employees who manage the biotic resources of the island and to other groups like ours who come to the Archbold Center for study. In addition, this year, several of our students worked on field guides - 1) common birds of Springfield, and 2) freshwater stream habitats. Others working at Springfield will use these field guides. Both the bound volumes and the field guides are examples of service learning projects that arise out of our teaching of Tropical Ecology on the island.

LSA 327	Design Studio II	Spring	Stribley	40
<p>Students completed a project in the city on the former Shady Willows site. We have used the site twice before as a residential design, but this year we used the site for a neighborhood park design. While we limited the community interaction this semester so that we could focus more on the student's design and graphics skills, we did invite community representatives to the final review before the break and received interesting feedback. The neighborhood is a moderate/low income neighborhood and the site is along Onondaga Creek. We also had contributions from an EFB master student working on the creek, an engineering student and Diane Kuehn from Forestry (recreation).</p>				
LSA 470/670	Thematic Landscape Design Studio-Urban	Spring	Curry/Peters	14
<p>At the request of Syracuse's Commissioner of Community Development, this studio will be completing A Plan for Local Business &amp; Commercial Districts for the newly adopted City of Syracuse Comprehensive Plan 2025. Part of the work will be preparing an inventory, including interviews with 20 city officials, heads of departments/agencies, real estate brokers, developers, neighborhood retailers and not-for-profit groups. The studio will be working with a Steering Committee of 24 people that represent varied interests and positions regarding retailing in the city. The Plan will be completed at the end of the semester, which will conclude with a formal presentation to interested community leaders. Final outcomes will include 26 display boards and a report of approximately 100 pages.</p>				
LSA	2006 Field School	Summer	Curry	6
<p>The Faculty of Landscape Architecture and the Olmsted Center for Landscape Preservation, a program of the National Park Service (NPS), are offering a field school in landscape inventory and preservation planning for the summer of 2006 at Shenandoah National Park. Located in the beautiful Blue Ridge Mountains of Virginia, the Shenandoah field school will inventory landscape features on the Appalachian National Scenic Trail, the first effort at inventorying the historic trail's cultural resources.</p>				
LSA 470/670	Advanced Design Studio	Spring	Furlow	16
<p>The advanced site design studio worked on three service learning projects this spring. The first was at Skaneateles Middle School where they worked with a group of faculty and students to prepare design studies for an existing courtyard. The second was in Fayetteville, where they facilitated a workshop with 25 community members and then prepared design studies for a new park along Limestone Creek. (The Post Standard did a nice article on that - let me know if you'd like a copy). And finally, five of the students worked with the CCDR on studies for a Town Center in Aquinnah, Massachusetts. This involved a weekend in the community, facilitating a series of working design meeting and then preparing alternative design studies.</p>				