ESF Course Proposal
Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 10/27/2020

1. Course Information:

1.1 Course Prefix and Number: FOR 421
Course Title: Practical Ethics for Resource Managers
(If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☒ This is a New Course.
   OR
   ☐ This is a Major Course Revision
   OR
   ☐ This is a Minor Course Revision

If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

(Please check all that apply)

☐ Course Number/Division  ☐ Learning Outcomes  ☐ Institutional Resources
☐ Title  ☐ Concepts, Content  ☐ Semester Offered
☐ Credit hours  ☐ Catalog Description  ☐ Course Inactivation
☐ Pre- or Co-requisite(s)  ☐ Instructional Methods  ☐ Course Reactivation
☐ Format  ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☒

☐ American History  ☐ Humanities  ☐ Other World Civilizations
☐ The Arts  ☐ Mathematics  ☐ Social Sciences
☐ Basic Communication  ☐ Natural Sciences  ☐ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision.
Ethics is a required content area for Society of American Foresters accreditation and this class, designed for Resource Management majors in their senior year, will satisfy that requirement. After taking this class students will be prepared to enter into various resources management professions with 1) the skills necessary to identify and address an ethically-weighted situation and 2) the rhetorical competence to explain and defend their plans and proposals/plans to stakeholders.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course.
Senior status or permission of the instructor is required. Students should have successfully completed course work to understand the economic, social, political, and ecological aspects of forestry. This course will take that knowledge further to teach the ethical and rhetorical skills necessary to professionally navigate and balance these often-competitive domains.

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any).
The practical application and situational analysis aspects of this course are designed for preparation in resource management careers. However, this content derives from the Humanities and is relevant for students in any major who want to improve critical thinking, public speaking, conflict resolution and problem solving, groupwork and collaboration skills. Preference will be given to ESP's graduating seniors majoring in Forest Resource Management (FRM).

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance).
Please provide an explanation of how this course fulfills SUNY General Education Requirements.
NA

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs?
Instructional staff is currently in place. Resource management professionals from regional and national agencies, industry and consulting foresters will participate on a weekly and as-needed basis via video conferencing with students and to record audio file interviews and discussions as part of the course content in exchange for continuing education credits through SAF.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? Newcomb Campus property and facilities.

2.7 Anticipated Enrollment (enter where applicable)

| Fall Semester: | 10-20 | Spring Semester: | 10-20 |
Summer Semester:

2.8 Anticipated frequency of class meetings.

Each week students will
• Listen/watch one Section Topic Lecture and respond in writing as instructed. Viewing will be tracked through Blackboard and a series of comprehension questions will be answered and submitted to the instructor immediately following each lecture. (1HR)
• Listen/watch one Discussion of Practical Relevance with a resource professional on the section topic, illustrating how the theory explored in this section becomes actionable in the field. Viewing will be tracked through Blackboard and a series of comprehension questions will be answered immediately following each talk. (1HR)
• Participate in one seminar discussion that draws together the Section Topic Lecture, Discussion of Practical Relevance and the assigned reading and/or “Talk of the Trade” topics. (1HR)

In addition to these weekly synchronous and asynchronous assignments and activities, students will
• Respond in writing to section-topic prompts related to the weekly readings. Each essay will be evaluated based on the successful completion, marked improvement, comprehension of the material and overall quality of these assignments. Written assignments are due in the course Drop Box no later than 5pm Sunday evening, each week. All late assignments and/or submissions that don't follow the style sheet provided in the course materials will be reduced by one letter grade.
• Submit the midterm paper according to the timeline and guidelines provided.
• Participate in conferences with an assigned resource professional throughout the second half of the term to develop a written decision plan and presentation/final project according to the timeline and guidelines provided.

Full participation is required for all of the above.
3. **DETAILED COURSE DESCRIPTION**

3.1 **COURSE IDENTIFICATION AND FORMAT:**

3.1.1 Course Prefix and Number: FOR 421
3.1.2 Course Name: Practical Ethics for Resource Managers
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☒ Spring ☐ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☐ Online ☒ Lab ☐ Field ☒ Other ☒ (explain) Newcomb Campus weekend session
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter "None" *(Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge)* Senior status or permission of the instructor required. This course will augment prior content by helping students to understand ethical complexities, to discern and effectively communicate their position within contested situations.

3.2 **SCOPE:**

3.2.1 Level of Instruction (check one, or two if a shared resource course):
- Lower Division ☐
- Upper Division ☒
- Beginning Graduate ☐
- Advanced Graduate ☐

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒.
   If Yes, please list the program(s) for which it is a requirement: Forest Resources Management
   b. Is this an elective course within your department? No ☒ Yes ☐.
   c. Is enrollment in this course restricted? No ☒ Yes ☐.
   If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐.
   If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☒ Yes ☐.
   If Yes, what is the course number of the concurrent offering?

3.3 **STUDENT LEARNING OUTCOMES:**

Identify the student learning outcomes associated with this course. Upon completion of this course, students should be able to:

Apply the following method to ethically resolve a complex management situation:

Analyze a professional situation in order to identify the ethical tensions and competing stakeholder priorities obscuring its resolution.

Based on knowledge and understanding of a range of ethical/philosophical approaches, identify those most likely to be effective in addressing the situation.
Synthesize these ethical and rhetorical approaches taking the history of forest and natural resources management into account to formulate a correct path forward.

Apply the chosen approach(es) in order to determine/test their suitability and revise as needed.

Using rhetorical techniques, communicate your decision, evaluate the resolution proposed and revise as needed again based on how the positions of constituents, your interpretation of the situation and or the situation itself changes over time

### 3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Asynchronous learning includes the following topics delivered as recorded lectures and corresponding interview/dialog with Resource Management professionals explaining how each philosophical approach was used to address a lived example. Each lecture and discussion followed by required comprehension questions.

The Philosophical History, Contemporary Relevance and Resource Management Applications of:
- Community Ethics
- Virtue Ethics
- Pre-Modern
- Rights ethics
- Utilitarian Ethics
- Justice and Fairness Ethics
- Care Ethics

Synchronous learning Weekly discussion seminars and project planning and development via live conferencing in small groups of ~5 students:
- Forestry history and philosophy, emphasis on Pinchot and Leopold
- Talk of the Trade, current events in Resources Management
- Collaboration, decision making & consensus building in complex management situations
- Rhetorical theory and technique and applications to Resource Management
- Public speaking & presentation

### 3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

Asynchronous Learning
- Recorded lectures and subsequent Discussions of Practical Relevance will provide both a basic understanding of ethical/philosophical methods and how these approaches play out in the field.
- These lectures and discussions will include professionals from across resource management fields including fisheries, wildlife, forestry, public and private land easement managers, Office of Public Protection personnel (Forest Rangers and Encon Officers), industry foresters including those at TIMO's, paper companies and mills. Topics in the order listed in the Schedule and Course Outline below will review key historical and contemporary approaches to practical ethics and their impacts on current issues of concern to Resources Management. We will consider the evolution, implications and limitations of each perspective and the tensions that exist between differing ethical methods bringing philosophical concepts to bear on Resources Management
decisions. Our aim is to understand how these abstract concepts become useful tools in management contexts. Resources Management professionals will play a key role in bringing the theory into focus by describing how they have employed each method to resolve a particular conflict in the field. Students will respond to comprehension questions immediately following each lecture and recorded discussion.

• Required reading, writing and discussion as assigned each week
  o Students will write one, two-page Critical Reading Response to each assigned set of readings and will respond substantively to one of their peer’s submissions online and (synchronously) in weekly class meetings during video conferencing. Student understanding of and proficiency with the material will be evaluated based on established criteria and the final working group project.
  o A recurring unit called “Talk of the Trade” requires that students select a full length paper, column or essay from a resources management related publication (popular and peer reviewed are acceptable) or participate in a webinar on a related subject (SAF, Forest Stewards Guild, university extension program offerings) and present a summary overview of the paper/workshop in weekly small group discussion sections. This is an opportunity for students to research publications and topics related to their particular area of interest, to bring a variety of subjects into the class discussion in order to achieve a comprehensive view of how ethics is considered and activated across the range of professional domains within resources management.

Synchronous Learning
• The class will be divided into groups of ~5 students who will meet with the instructor for discussion seminar during class hours on Monday, Wednesday or Friday. These groups will hold throughout the semester, each working together to complete the final project. Groups will be assigned prior to the first week of class.
  o Weekly small group discussions via video conferencing will review module and unit topics, readings, discuss asynchronous assignments/lectures.
  o Periodic video conferencing with a professional assigned to each group, progress reports and final project completion, all in collaboration with professional foresters and resource managers. In small working groups, students will connect theoretical ethics with real-world situations through case-studies provided by professionals. Professionals will help students to understand the reality and complexity associated with land management decisions. Groups will reach consensus, establish a plan (written component) and present their decision to the class during finals week via live video conferencing. At this time, groups will open their resolution, methods etc. up for further discussion and possible revision. Final and revised decision plans will be submitted by each group for a final grade.
  o Forest field tour and ethics on the ground, HWF field tour, TBA

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

FOR 421 Practical Ethics for Resource Managers (3)

Introduction to the history and practical function of ethics in the context of resource management professions with a special emphasis on forestry. Particular attention will be paid to establishing an ethically sound position, aligning competing values and priorities among interested parties, and effectively communicating management decisions. Delivered online with one field trip to ESF’s Huntington Wildlife Forest. Fall and Spring
3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. None

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course  □ YES  ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department:  Date of Notification:
Department:  Date of Notification:
Department:  Date of Notification:
Department:  Date of Notification:
4. 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.

Staffing needs: 1 Instructor, currently in place, NRM professionals already committed in exchange for SAF CFE credits

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): Newcomb Campus Facilities

Technology Resources: ESF’s Open Academy staff proceeding with audio/video production and technological assistance in collaboration with the instructor

Computing Resources (software licensing, hardware, access): None

Library Resources (subscriptions, services): ILL and access to Journal of Forestry

Transportation Requirements (budget, fees, fleet vehicles): College vehicles to transport students to the Newcomb Campus once/semester $45/day for two days of Room and Board at HWF includes meals at the Rich Lake Dining Hall beginning with dinner on Friday night and ending with a bag lunch on Sunday

Forest Properties or Field Practicum Facilities: Newcomb Campus
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., radioisotopes, 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 of 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:

1) Students authorized to drive College vans will be asked to transport students to the Newcomb Campus if attending faculty are too few to transport the full class.

2) Individual Personal protective equipment will be needed for HWF field tour (hard-hat, sturdy footwear, long pants). Due to the potential for falling debris (e.g., stems and branches) in forested settings, students will be required to wear hardhats that meet or exceed the ANSI Z89.1-1986, Class A and B standards. Due to uneven terrain encountered in many forest laboratory sites, students will be required to wear boots that provide ankle support and protection. Due to the abrasion from low-growing forest vegetation, students will be required to wear long pants during all forest exercises. Use of hardhats, boots and long pants during forest laboratories is policy in the Department of Sustainable Resources Management.

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. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

**Affected Academic Department(s) or Program(s) – other than the sponsoring department:**

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<th>Department/Program</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Or letter attached</th>
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[if more than three Departments/Programs, please continue on a separate page]

**Other Units:**

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<th>Unit Name</th>
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<td>Associate Provost for Instruction &amp; Dean of the Graduate School (for Gen Ed courses only)</td>
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<td>Registrar</td>
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<td>Library Director</td>
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<td>Environmental Health and Safety</td>
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7. Proposer Information and Sponsoring Department Chair
Affirmation:

Contact Person:
Name: Marianne Patinelli-Dubay
Department: Newcomb Campus / Adirondack Ecological Center
Email: mpatinelli@esf.edu
Phone: 518-582-4551 Ext: 109

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: Eddie Bevilacqua
Date: 11/18/2020

Department Chair (or designated curriculum representative)

Signature: _____________________________
Department Chair (or designated curriculum representative)

Or letter attached □

8. Approvals:

_________________________ ________________________
Curriculum Committee Date

_________________________ ________________________
Faculty Governance Date

_________________________ ________________________
Provost Date