

**Rutgers, the State University of New Jersey
School of Environmental and Biological Sciences**

Open Space Planning and Management

11:573:413

Spring 2018, Friday 12:35 - 3:35 pm

Office hours: by appointment

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Location: Blake 128

Course Description

As sustainable development becomes the overarching goal of both government and non-governmental land management organizations, interest in open space planning and management has increased dramatically. While not a new discipline, the recent realization of the broad range of ecosystem services provided by green space, regardless of the surrounding context, has made open space management a critical environmental issue. Through lecture, case studies and hands-on projects, this 3 credit course will examine, the social and economic drivers behind the move to protect land, the planning processes most often used and the best management practices most often employed.

Required Course Materials

All readings to be posted on Sakai or provided links to online resources.

Goals, Objectives, Assignments and Assessment:

While much of the class will be spent visiting parks and forests and talking with site managers, each lecture (or series) has a link to important information and lists the background reading that is required prior to each class.

Learning Goals:

Students will be able to apply basic concepts in the physical or biological sciences to current critical environmental issues.

Learning Objective I: Students gain an appreciation of our relationship with the land, one which is or should be driven by the land ethic, and has been codified within the Public Trust Doctrine for centuries.

Assessment: Elements of stewardship reflective of a land ethic, based upon ecological principles, will be present in the Resource Management Objectives and Alternatives Analysis sections of the submitted General

Management Plan. An assessment of the existing and projected demographic character of the community surrounding their chosen site will be present in the Visitor Service Objectives of the plan. An understanding of the Public Trust Doctrine and the obligation for stewardship will be demonstrated within the midterm exam.

Learning Objective II: Students will gain a working knowledge of the institutionalization of the land ethic through both national policies and public land management agency organization.

Assessment: All laws and regulatory statutes reflective of the concept of the Public Trust will be identified in the Resource Management and Visitor Service Objectives section of the submitted General Management Plan. An awareness and knowledge of the history and regulatory instruments surrounding the Public Trust will be demonstrated within the Proposed Alternatives.

Learning Objective III: Students will gain a functional understanding of use issues associated with public lands management.

Assessment: Issues, obstacles and the appropriate Best Management Practices will be clearly identified within the Preferred Alternative section of the submitted General Management Plan.

Learning Objective IV: A practical understanding of the planning process associated with the management of public lands will be developed.

Assignment:

Assessment: A complete General Management Plan for the student chosen case study will be submitted. A short class presentation of the General Management Plan is also required.

Learning Objective V: A practical understanding of the presentation skills required to demonstrate issues related to the management of public lands will be demonstrated.

Departmental Grading Policy

A- Outstanding- This not only means fulfilling requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and a strong ability to present these ideas in an organized and analytical manner.

B- Very good- The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

C- Acceptable- The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. The student displays a basic familiarity with the relevant literature and techniques.

D- Unacceptable- The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively. Students cannot graduate from the Landscape Architecture program with 2 D's in required 550 classes.

Failure- The student has demonstrated a lack of understanding or familiarity with course concepts and materials. The student's performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

Grade Calculations:

Description	% Total	Grading Scale			
Field Trips	10	A	90% or above		
GMP Site Proposal	10	B+	85 — 89.99%	B	80 — 84.99%
Inventory and Analysis	20	C+	75 — 79.99%	C	70 — 74.99%
GMP Final Paper	40	D	60 — 69.99%	F	below 60%
GMP Presentation	10				
Field Trip Recollection	10				
Total	100				

Descriptions of Graded Assignments:

Field Trips: Field Trips are designed for examinations of specific sites. You will be given the opportunity to talk with site management and examine how policy is translated into action. Carpooling for the field trips will be necessary and please dress for outdoor conditions. On field trip days we will be returning to the campus later than the scheduled end of class. Fields trip dates may change due to weather related conditions. The grade for this assignment will be a combination of, 1) attendance and 2) the quality of the questions you ask park staff.

General Management Plan (GMP) Proposal: Your case study proposal is a written (approximately 500 words) description of your project, and should include a preliminary or draft version of the purpose and statements of significance and mission statement.

GMP Inventory and Analysis: Here you will inventory and analyze the habitat and amenities of the open space site. See page 5 for more detail. The length of this paper will depend on the size and complexity of the area you selected, and the number of photos/graphics you include. 3-10 pages.

GMP Final Paper: For this exercise, you will create a general management plan for an open space site. Examples of general management plans are in the resources tab in Sakai, but also research online. Depending on the size and complexity of the open space site you chose, the final paper should be at minimum 10-20 pages in length. Grade will be based on quality of how you addressed the items described in the GMP Case Study Format on page 5.

GMP Presentation: Your presentation should include a synopsis of the sites history, a summary of its use patterns, some of the parks main challenges, your generated alternatives and the preferred alternative. Presentation should be 15 minutes in length.

Field Trip Recollection: In this paper, discuss what you learned by speaking with the park staff during the field trips. Things you may want to address in this paper, 1) Did any patterns emerge or what were the common themes that several park staff talked about? 2) What were the differences you noticed about the parks or park staff? 3) What are some of the key topics or biggest take-aways you got from these conversations? This paper should be at least 1,000 words in length.

****Please note:** Late assignments (unless arrangements are made prior to the assignment's due date) will not be accepted and no incomplete grade will be given for the course.

GMP Case Study Format: The General Management Planning Process

- A. **Purpose and Statements of Significance** - Establishes the reason or reasons why the site has been set aside for public stewardship (sometimes this is found in its enabling legislation). In the purpose section, you should describe what some of the preliminary goals for creating this plan are. In statements of significance, you summarize the most significant attributes of the open space, for [example](#).
- B. **Mission Statement** - Summarizing the purpose and statements of significance into one concise mission statement often helps to develop these concepts first for the planning team and later for the general public. The purpose, statements of significance and mission answer the question, why? You should either revise or create a new mission statement.
- C. **Site Inventory and Analysis** - Though there will be some variability from one open space to the next, things to consider for this inventory and analysis include (items in bold required), 1) land use, 2) **habitat**, 3) circulation, 4) **recreation**, 5) **stakeholder** and 6) infrastructure. For [example](#).
- D. **Primary Interpretive Themes** - Primary interpretive themes are those ideas about the site's resources, which must be conveyed to the visitor. The list of primary themes does not include everything that can be interpreted about the site, but only those ideas that are critical if the visitor is to understand the significance of the site. The themes answer the question, what? For examples look at Double Trouble State Park and Liberty State Park (Sakai).
- E. **Resource Management and Visitor Service Objectives** - Often referred to as desired futures, they are conceptual descriptions of what the site could be like based upon resource condition and visitor experience. They outline actions, which should occur in order to fulfill the mission of the site. Objectives begin to answer the question, how and should be based upon the most recent assessment available.
- F. **Obstacles** - The identification of obstacles, which may inhibit the fulfillment of objectives, is critical to any planning effort.
- G. **Generation of Alternatives** - It is often helpful to package actions that would fulfill the objectives in the form of alternatives. This produces a broad range of concepts for consideration and also provides the context in which the ideas can be considered and evaluated. Alternatives derived from the objectives have an internal consistency and logic. In addition, they identify the interrelationships between resource management and visitor service objectives.

- H. **The Preferred Alternative** - The preferred alternative represents a consensus opinion concerning the uses of the site. It identifies existing facilities and describes their current and future use. It will also identify future needs such as land acquisition or facilities development.
- I. **Management Prescriptions** – Definition of specific task that are derived from the preferred alternative and address the identified obstacles.

Course Topics & Schedule

Students are expected to complete all assigned readings / class preparation prior to each class meeting. Preparations to be posted in advance on blackboard.

Week	Date	Lecture	Readings	Field Trips
Week 1	1/27	Syllabus, GMP Discussion & Site Selection		
Week 2	2/1		Find and read examples of open space Inventory and analysis	Johnson Park Focus: Site Inventory and Analysis
Week 3	2/8	Origins of the Land Ethic	The Land Ethic Origins of the Public Trust	
Week 4	2/15		LSP GMP Interior (in Sakai under Management Plans) Assignment Due: GMP Site Proposal	Liberty State Park Focus: Interpretive Themes
Week 5	2/22	History of the National Park Service	Shaping the System	
Week 6	3/1		Cheesequake Deer MGMT Program	Cheesequake State Park Focus: Resource Management

Week	Date	Lecture	Readings	Field Trips
Week 7	3/8	Habitat Protection: State & Federal Open Space Laws	Browse the following: Green Acres Website Pinelands Commission Plan & Highlands RMP NEPA Act of 1969 Land and Water & Conservation Fund Act (both in Sakai)	
Week 8	3/15	Assignment Due:	Inventory and Analysis	Waterloo Village Historic Site Focus: Historic Preservation & Programming
Week 9	3/29	Use: Understanding what People Need	Understanding Demographic Shifts	
Week 10	4/5		Sedge Island Conservation Zone	Island Beach State Park Focus: Resource MGMT & Visitor Objectives
Week 11	4/12	Collaborative Environmental MGMT	Guest Speaker: Greg Remaud	
Week 12	4/19		Watershed Management Plan Guide	Swartswood State Park Focus: Watershed Management
Week 13	4/26	The Big Picture: Protection and Use		
Week 14	5/3	GMP Presentations		
		Assignment Due:	GMP Paper	
Week 15	5/10	Course recollections due in lieu of class - submit through Sakai		

Reasonable Accommodations Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. For more information:
<https://ods.rutgers.edu/students/documentation-guidelines>

Academic Integrity at Rutgers principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress

Code of Student Conduct:

<http://academicintegrity.rutgers.edu/files/documents/UCSCJuly2011.pdf>

Academic Integrity Policy:

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

Attendance Policy: A minimum level of participation is defined as being in attendance for the entire duration of a class session. It is the student's responsibility to be in attendance at all required classes and trips.

Ownership of Student Work: Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes.

****Please note that this syllabus is subject to change**