“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

The New Jersey School of Conservation (NJSOC) is the oldest and the largest university-based environmental education facility in the nation. The campus has been utilized as the site for various research activities by faculty and students since its inception in 1949. The site lies solely within the boundaries of Stokes State Forest, under the jurisdictional authority of the New Jersey Department of Environmental Protection, Division of Parks and Forestry. The Friends of the School of Conservation, a decades-old 501(c)(iii) organization founded for and devoted to the protection and promotion of NJSOC, has entered a lease agreement with the DPF to assume the management role. The goal of this course is to envision a sustainable campus of the future while maintaining the site's historical legacy.

Historic Context

Stokes State Forest, which was established in 1907, as a gift of 500 acres of land from then Governor Edward C. Stokes (R 1905-1908). It was one of New Jersey’s first conservation initiatives fostered by the progressive era of President Roosevelt and the first Chief of the United State Forest Service, Gifford Pinchot. It currently consists of approximately 16,447-acre located in Sandyston, Montague and Frankford Townships in Sussex County, New Jersey.

In 1924 the Skellenger Farm was added to Stokes State Forest and in 1934, the Civilian Conservation Corps (“CCC”) moved onto the Skellenger Farm site and created a dam, Lake Wapalanne, 12 cabins and supporting buildings to provide a summer camping experience. In 1936, the CCC added a group camp known as the Skellenger Group Camp to service children from inner cities. The site is eligible for inclusion on both the State and Federal National Register of Historic Places.

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In 1945 the New Jersey State Board of Education, with the approval of then Governor Driscoll, designated the 240-acre tract Skellenger Group Camp as the New Jersey School of Conservation (“NJSOC”), which included a demonstration children’s summer camp, to be known as Camp Wapalanne; NJSOC was established to train college students to become future leaders in the fields of Outdoor Recreation, Outdoor Education, Conservation and Field Science. In 1949, Montclair State Teacher’s College (now known as Montclair State University) was designated as the state agency for the administration of NJSOC.

In 1981, the Legislature adopted N.J.S.A. 18A:64I-1, et seq providing that while the NJSOC would remain under the management and control of the Department, it would be used “in perpetuity as a school for environmental field study under the direction of the Board of Trustees of Montclair State College”.

On October 21, 2022, the Legislature amended N.J.S.A. 18A:64I-1, et seq transferring the direction of the NJSOC property from Montclair State University to the Friends of the New Jersey School of Conservation, a tax-exempt nonprofit organization who is the client for the project.

“The School of Conservation is more than a unique educational facility, it is more than fifty-seven buildings, sparkling lake, exciting trout streams, lush forests and rolling hills. The New Jersey School of Conservation is all of these, but much more; for it is a spirit, a dream, and a hope for the future that tends to enrich the lives of all who are privileged to participate in its many varied programs. May it always be thus.”

Course Objectives:

1. Students will develop the skills to interpret science, technology, and cultural context to critique, design, and to envision and develop innovative solutions in sustainability, land stewardship, and other contemporary environmental challenges. They will;
   - be able to differentiate between ecosystem functions and services within the context future development
   - be able to differentiate between native, novel, and non-native vegetative assemblages and develop an appropriate context for each.
   - be able to relate site-scale observations and interventions to larger regional ecological and social processes both spatially and temporally.

2. Students will gain a functional understanding of and develop the ability to creatively design space and spatial relationships. They will;
   - develop design strategies that create places while providing social and environmental benefits.
   - be able to understand and evaluate a site for ecological services.
   - develop the ability to construct a plan based upon a client’s objectives.

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2 About NJSOC - Friends of The New Jersey School of Conservation (friendsofnjsoc.org)
Schedule: The studio is structured in three broad phases:

Phase I: Landscape Research Inventory & Analysis

During this phase of research and analysis, you will investigate not only the site and its history, but also broader human and ecological systems in which the site exists as well as engaging in a class-wide investigation and discussion of issues of environmental ethics, nature and ecosystem services. You will meet with the client and examine the existing conceptual redevelopment plan and environmental impact statement. Your study of the site, landscape, and environmental issues will set the framework in which you will develop your site-specific plan. This phase of the studio will culminate in the presentation of your site and system investigations as well as your proposed locations for your constructed intervention.

Phase II: Synthesis, Case Studies and Precedents

During this phase of the studio you will synthesize your research into a design approach. You will first identify areas of specific interest which may include, but are not limited to the following:

Energy – The most salient issue of our time. Solar, wind, hydroelectric, kinetic and bioenergy all have specific site dictated constraints. Yet solving this issue is key to developing a sustainable campus.

Wastewater Treatment – For the first time in human history, human use and pollution of freshwater have reached a level where water scarcity will potentially limit food production, ecosystem function, and urban supply in the decades to come3.

Forest Health – Nature based solutions must be part of a new way of thinking. Ecological design must become mainstream. The health of the secondary growth within Stokes State Forest is key to ecosystem resiliency and development of realistic carbon offsets.

Permaculture – A residential facility with a food service, how can the site be used to both produce food and enhance biodiversity.

Lake Management Lake Wapalanne constructed by the Civilian Conservation Corps in 1936 has become filled with organics and sediment over the years. Improving the lake’s depth, creating or enhancing wetlands or fish habitat structure could provide ecological, recreational and carbon sequestration

Stream Enhancement – The Flatbrook is classified as an FW1 Trout Production waterway, one of the few in the state of that quality. How can access be improved while water quality is maintained or enhanced.

Introspective Places - “The catalyst that converts any physical location - any environment if you will - into place, is the process of experiencing deeply”. A sense of place is a characteristic displayed individuals with a strong local identity. An attachment/understanding of a landscape that makes it physiologically comfortable and fosters wellbeing.

In each of these topic areas the key to success will be changing how we think, which currently is in a linear mode, to circular or systems thinking mode. You will each undertake several case study investigations of similar projects. You will combine this information with the needs of the community. You will formulate a conceptual landscape design based upon your approach.

Phase III: Conceptual and Final Designs

You will be asked to develop several alternatives to consider before you develop the final design. The final presentation of a landscape solution will represent your teams’ resolution of the issues and opportunities discovered during the process. The design will present a specific philosophical approach to landscape design that is reflective of the Commoner’s Laws of Ecology.

Field Trips:
An overnight field trip is planned to the NJSOC. It will take place on Thursday and Friday. Participation on the field trip is strongly recommended. If you have a Friday class conflict we will work with the instructor to arrange for an excused absence. Additional day trips to the site will be scheduled.

Reviews:
You will have two or three reviews over the course of the semester where you will be asked to formally present your work to the client (FOSOC), outside guest critics as well as your instructors. The dates of these reviews will be determined by the progress of the class.

We will try to limit these reviews to normal class hours, please keep in mind that presentations by the entire class can be time intensive and we will need to work around the schedules of guest critics. Reviews may start before normal class hours or end after, do what you can to schedule accordingly. Please let us know immediately of any schedule conflicts that arise over the course of the semester.

Studio Resources:

Course readings will be made available on the course Canvas website. Data and information such as base maps and the environmental impact statement will be available through the course folder. As Canvas has difficulty with large files a course folder has been established on Rutgers OneDrive.

This studio will require all of the basic drawing, drafting and modeling techniques that you have employed in prior studios. Individual assignments may require you to purchase specific materials depending on the approach you choose to take in developing your design. For all studio meetings, you should be prepared with the following at your desk:

Trace paper for sketching and diagramming; you should have a roll of 12” trace at your desk at all times, and large sizes as is required by the size of your drawings.
The detailed schedule below is tentative and may change as the course develops:

### Detailed Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Assignments</th>
<th>Suggested Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/5/2023</td>
<td><strong>Why: What is Net Zero</strong> (Gallagher) <strong>Studio Project Process / Expectation (Han)</strong></td>
<td>Assignment 1 : Analytical Diagram</td>
<td>Topology Pamphlet 15 (Intro, Definitions, Maxims)</td>
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<td></td>
<td>9/7/2023</td>
<td><strong>Guest: Tanya Sulikoski, SOC</strong></td>
<td>Assignment 1 Due</td>
<td>A Sense of Place (Stegner)</td>
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<td></td>
<td>9/12/2023</td>
<td><strong>What is a &quot;Landscapist Attitude&quot; in Design?</strong> (Gallagher) <strong>Concept and Big Idea (Han)</strong></td>
<td>Assignment 2 Due</td>
<td>Common Law of Ecology</td>
</tr>
<tr>
<td>2</td>
<td>9/14/2023</td>
<td><strong>The Three Natures, Fourth Nature (Gallagher)</strong></td>
<td>Assignment 2 Due</td>
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<td></td>
<td>9/19/2023</td>
<td><strong>Stokes State Forest History</strong> (Gallagher) <strong>Inventory &amp; Site Analysis (Han)</strong></td>
<td>Assignment 2 Due</td>
<td>Ecological Design or Designer Ecology</td>
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<td></td>
<td></td>
<td><strong>Guest: Allyson Salysbury: Forest Metrics</strong></td>
<td>Assignment 3 : Inventory&amp;Analysis</td>
<td>Novel ecosystems: implications for conservation and restoration</td>
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<td>3</td>
<td>9/21/2023</td>
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<td></td>
<td>9/26/2023</td>
<td><strong>Native vs Non-Native “Context”</strong> (Gallagher)</td>
<td>Assignment 3 Due</td>
<td>Botany of Will</td>
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<td></td>
<td>9/28/2023</td>
<td><strong>Guest: Alternate Energy</strong></td>
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<tr>
<td>4</td>
<td>10/3/2023</td>
<td><strong>Experiential Mapping (Han)</strong></td>
<td>Assignment 3 Due</td>
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<td></td>
<td>10/5&amp;6/2023</td>
<td><strong>Field Trip: School of Conservation</strong></td>
<td>Assignment 4 : Site Impression</td>
<td>What is Good</td>
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<td></td>
<td>10/10/2023</td>
<td><strong>Protecting Open Space</strong> (Gallagher)</td>
<td>Assignment 4 Due</td>
<td>Ecological Restoration</td>
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<tr>
<td>5</td>
<td>10/12/2023</td>
<td><strong>Diagramming Programs (Han)</strong></td>
<td>Assignment 5 : Who is the Site for</td>
<td>Chance Design for Ecological Democracy</td>
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<tr>
<td></td>
<td>10/17/2023</td>
<td><strong>Guest: Zachary Gallagher Innovative Waste Water Treatment</strong></td>
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<td>Ecosystem Service</td>
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<td>6</td>
<td>10/19/2023</td>
<td><strong>The Public Trust (Gallagher)</strong></td>
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<td></td>
<td>10/24/2023</td>
<td><strong>Design Narrative / Design Alternatives (Han)</strong></td>
<td>Assignment 5 Due</td>
<td>Public Trust Doctrine</td>
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<tr>
<td></td>
<td>10/26/2023</td>
<td><strong>Work Session</strong></td>
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Computer and Software:

In addition to analog materials, this studio will require you to utilize the computer for research, analysis, and representation. You should utilize your own computer or use the school's computers available in the computer lab when necessary. You should be familiar with and have access to the following programs:

- The Adobe Design Suite (Photoshop, Illustrator, InDesign)
- ArcMap or ARCGIS Pro and associated Esri AutoCAD
- Microsoft Excel
- Rhinoceros 3D
- Lumion or Rhino Vray (Optional)

Grading

You will be graded based on your achievement of the learning objectives for the course through the completion of course assignments and active participation in course activities. Deliverables and evaluation criteria for specific exercises will be provided prior to the exercise. The studio will employ a variety of techniques and exercises over the semester, and grading techniques will vary with each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1 (Expressing Experience)</td>
<td>5%</td>
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<tr>
<td>Assignment 2 (Exploring Concept)</td>
<td>5%</td>
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<tr>
<td>Assignment 3 (Inventory and Analysis)</td>
<td>15%</td>
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<tr>
<td>Assignment 4 (Site Impressions)</td>
<td>10%</td>
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<tr>
<td>Assignment 5 (Who is the Site for)</td>
<td>10%</td>
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<tr>
<td>Assignment 6 (Developing Framework)</td>
<td>15%</td>
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<tr>
<td>Assignment 7 (Case Study)</td>
<td>10%</td>
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<tr>
<td>Assignment 8 (Final Design)</td>
<td>30%</td>
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</tbody>
</table>
Departmental Grading Guidelines

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A- Outstanding - This not only means fulfilling the 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 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. This performance in class 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 SSO classes.

F- Failure - The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their 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.

Studio Etiquette

In Studio, as you should in life, treat your fellow students and their work with respect. This will require patience and tolerance at times but is critical to fostering a safe and nurturing work environment for everyone. This is particularly important in a studio environment. You will be working closely together over the course of the semester, and such collaboration cannot succeed without mutual respect, patience and tolerance. As you are all in the third year of your tenure here, we should have a shared understanding of what this means in the studio environment. However, if issues of disrespect of people or their work arise, they will be addressed promptly and seriously.

Treating fellow students and their work with respect extends to all of your fellow students, not just your classmates for this course. Please be patient and tolerant and respectful of other work going on around you. Should any issues arise with treatment of your work or working space, notify the instructor immediately.

Additional requirements for etiquette regarding the use of department facilities and equipment can be found in the student handbook; you should be familiar with and abide by these rules.
Accommodations for students with disabilities

Please follow the procedures outlined at https://ods.rutgers.edu/students/registration-form. Full policies and procedures are at https://ods.rutgers.edu/

Attendance

Studio Attendance is mandatory. 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. All personal plans should be made in accordance with the class schedule.

Attendance and active participation in the studio is a fundamental part of design learning. The interaction, discussion, and design activity that takes place during studio will be critical to both the development of your design for this studio, but also your development as a designer. Unexcused absences are not permitted.

If you miss studio for illness or an emergency, please use the University absence reporting website https://sim.rutgers.edu/ssra/ to indicate the date and reason of your absence, preferably before the class missed, but no more than a week after the absence. An email is automatically sent to the instructor.

More than one unexcused absence will result in a reduction of half a letter grade with each absence. Should you be absent, you are responsible for following up with the course instructor and fellow students to find out any work that you have missed. An absence is not an excuse for not being prepared for the next class. The course requirements above are in addition to, and do not obviate any departmental requirements as are laid out in the department's Student Handbook (http://landarch.rutgers.edu/current_students/policies_st.html).

Work Becomes Department Property

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. All projects will be graded and returned to the student at a location designated by the instructor. Should your drawings be retained by the Department, you will be given the opportunity to obtain a print or photographic record of your work. Department files are off limits to students.

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:
• properly acknowledge and cite all use of the ideas, results, or words of others in an appropriate format.
• 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 impermissible materials or impermissible 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.
• uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.

• all student work is fairly evaluated, and no student has an inappropriate advantage over others.
• the academic and ethical development of all students is fostered.
• the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. See also: http://academicintegrity.rutgers.edu/.