NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus. Note to instructors: Orange text is provided as a guide for you. When you return your generic syllabus for posting in the schedule of classes, please ensure that all text is in black font. Return your generic syllabus to Ecampus Syllabi.

Course Name: Urban Forest Planning, Policy and Management  
Course Number: FES-HORT 445/555  
Term Offered: Fall quarters  
Instructor name: Dr. Paul D. Ries, OSU Dept. of Forest Ecosystems and Society  
Instructor email: paul.ries@oregonstate.edu - This is the preferred method of contact.

Course Description
Examination of planning, policy, and management strategies used in the stewardship of urban natural resources. Fundamentals for developing effective programs to maximize the economic, environmental, and social values and benefits of urban forest landscapes.

Course Overview
Urban Forestry is the art, science, and practice of managing the urban forest – the planted landscape and native forest remnants left behind during development. The urban forest is managed for human benefit – to maximize the economic, environmental, and social benefits that trees and associated plants provide. The purpose of this course is to explore the biological, social, political, managerial, and administrative aspects of urban forestry – through the lenses of planning, policy, and management. This is the final required course in a three course series for Natural Resources and Horticulture undergraduate students in an urban forestry option, and a required course for the Graduate Certificate in Urban Forestry. This course is also valuable for students exploring the management of urban natural resources and contemporary environmental issues.

Measurable Student Learning Outcomes
Successful urban forestry programs are the result of thoughtful urban forest planning, deliberate urban forest management actions, and sound urban forestry policies. This course is designed to help students gain an understanding of what makes an urban forestry program successful, and how urban forest resources can be managed for the benefit of society. Specifically, this course will help students:

- Analyze the economic, ecological, and social values, benefits, and issues of urban forests,
- Identify and describe the various components of an effective municipal urban forestry program,
- Critically assess the managerial, political, and administrative aspects of urban forestry programs,
- Compare and contrast various approaches to how urban forest plans and policies are developed,
- Describe how public support is established for urban forestry programs and policies,
Identify internal and external factors that influence the management of urban forest ecosystems,

Apply selected policy and management strategies to real-life urban forestry situations.

In addition to the above items, Graduate level learning outcomes include helping graduate students:

- Critically analyze contemporary urban forest management issues or conflicts, and identify and communicate tools and strategies to address the situations,
- Articulate and evaluate urban forest management standards and practices,
- Synthesize and extrapolate this material to individual areas of interest, expertise, and graduate study.

Course Credits and Student Time Commitment
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

- **Required Text:** None – There is no single textbook that covers the entire content of this course, and buying a number of textbooks that you only read part of might be a good way to build your library, but individual readings will likely be of more use to you, and are less expensive.

- **Required Readings:** At least one professional journal article and one other urban forestry reading will be assigned each week. One or more website visits are required each week. Expect as much as 20+ pages of required reading per week.

Evaluation of Student Performance (These are typical, but subject to change)

**Grading Requirements**

1. **Discussion Board Participation – 200 points or 20% or grade**
   Each week’s content will include one or more discussion pages from lectures or readings from the week. Everyone brings something to offer to the class, whether it is personal experience, insight into the readings, or a unique perspective. The instructor will reward active, informed participation in class discussions. Undergraduate students will post each week. Graduate student grades will be based on posting in 9 of the weeks, and leading the discussion in one of the weeks.

2. **Individual Written Assignments – 350 points or 35% of grade**
   There are three written assignments that require professional-level research, writing, and reporting. These assignments are discussed in greater detail in the Individual Written Assignments handout found under the Start Here course module.
For Assignment #1, conduct a program evaluation of an urban forestry program and write an analytical paper on it. For Assignment #2, undergraduate students will write a five to seven page paper on a contemporary urban forestry topic you want to learn more about beyond what we cover in class. Graduate students will prepare a case study of an urban forestry issue or controversy. This case study will include a literature review, situation analysis, and recommendations for resolution and further action. For Assignment #3, you will attend a meeting of a local tree board, planning commission, or other deliberative body where tree issues are discussed, and provide a two page written critique of it.

3. Group Project – 200 points or 20% of grade

A class project in the form of a simulation will be assigned to introduce students to the collaborative nature of being an urban forestry professional. Students will work as a team in assigned roles to produce an urban forest management plan for a community. This activity will be graded with both an individual peer evaluated and a group component.

4. Exams - 250 points or 25% of grade

One midterm and one final exam will make up this grading component. The midterm will be an online exam. The final exam will be a “take-home format” - an essay assignment emailed to you prior to the due date. This will simulate an actual assignment you might receive if working as an urban forestry or natural resources professional, so you may use all resources available to you, including class notes, lectures, and the Internet. Neither exam requires a proctor.

Grading Distribution:

A (940 - 1000), A- (900-939), B+ (870 - 899), B (830 - 869), B- (800 - 829), C+ (770 - 799), C (730 - 769), C- (700 - 729), D+ (670 - 699), D (630 - 669), D- (600 – 629), F (599 and lower)

Attendance Policy

This is an online class without a regular (synchronous) meeting time each week. You can proceed through the course materials at your own pace; however, you must keep up with the Discussion Board requirements during the current week, and adhere to all other submission deadlines. Most students pursuing an “A” grade in this course will log on three to five times a week. If you do not log on to the course website at least once in a five day period, you can expect to receive a friendly reminder email from me.

Late Work

You’ll find I can be lenient when necessary, but if you abuse that trust, your grade will suffer. Since this is a 400/500-level course, there’s a certain level of personal responsibility and professional behavior that I expect from my students. Late work will be accepted at my discretion when you have notified me prior to the assignment due date. If you do not notify me ahead of time, assignments will not be accepted after the due date without penalty, and may not be accepted at all (unless you are experiencing an
unexpected crisis that warrants an exception, such as a hospital stay or death in the family). Any unexcused late assignment, if accepted, is subject to a letter grade per day deduction at the instructor’s discretion. This policy is strictly enforced in order to be fair to students who have turned in their assignments in time.

**Typical Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Themes and Topics</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>Course Introduction and Overview</td>
</tr>
<tr>
<td>1</td>
<td><strong>Urban Forest Planning Policy and Management</strong> - identifying urban forestry influencers, research, terms, and resources; review of FES-HORT 350 course concepts</td>
</tr>
<tr>
<td>2</td>
<td><strong>Planning for Urban Forest Sustainability</strong> – Planning processes and plans (UF plan development, strategic planning, performance measures, program evaluation, public input) for sustainable urban forest plans and programs</td>
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<tr>
<td>3</td>
<td><strong>An Ecosystem Approach to the Urban Forest</strong> - Green Infrastructure, Ecosystem Management and Ecosystem Services as contributing factors of successful urban forest management</td>
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<tr>
<td>4</td>
<td><strong>Turning Urban Forestry Plans into Policy</strong> - Ordinances, Tree Politics, Legal Issues, Program Financing as ingredients to move from plans to effective policies</td>
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<tr>
<td>5</td>
<td><strong>Balancing Trees and Development</strong> – The role of Land Use, Tree Preservation Ordinances, Urban/Rural Interface Issues, Forest Fragmentation, and Native Forest Remnant Management</td>
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<tr>
<td>6</td>
<td><strong>Urban Forestry Public Policy</strong> - Hazard Tree Risk Assessment, Public Safety, Storm Response, Pest outbreak response as examples of urban forestry policy formulation and implementation</td>
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<td>7</td>
<td><strong>Urban Forest Assessment and Valuation</strong> - Inventory, Mapping, Cost/Benefit Analysis, Canopy Assessment, Tree Evaluation and Appraisal tools</td>
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<td>8</td>
<td><strong>Managing the Relationship Between Trees and People</strong> - Tree Boards, Non-profit organizations, Citizen Involvement</td>
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<td>9</td>
<td><strong>Municipal Urban Forestry Programs; Student Team Presentations</strong> Alternatives for managing municipal urban forestry programs; group project presentations</td>
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<tr>
<td>10</td>
<td><strong>Connecting Urban Forestry to Societal Issues and Needs</strong> – Current trends and issues in the profession, needs analysis, public opinions and beliefs about trees, Communications and Marketing</td>
</tr>
<tr>
<td>11</td>
<td><strong>Final Exam Week</strong></td>
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Makeup Exams
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility, which is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct and Community Standards.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

I. CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

II. FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

III. ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

IV. TAMPERING - altering or interfering with evaluation instruments or documents.

V. PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

You must write your own papers/exams in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources. Bottom line – act like a professional.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on
problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.