

Syllabus - V600 Capstone (Fischer) - Lake Management Associations: Developing Sustainability Guidelines

Instructors:

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Time/Location:

Mondays 4-6:30pm
Tocqueville Room
The Workshop in Political Theory and Policy Analysis
IU-Bloomington
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Bloomington, IN

Course Summary:

Lake associations can play an important role in promoting, protecting, and enhancing watershed stewardship, lake quality, and the associated ecosystem services. Lake associations are generally defined as organizations made up of lakeshore property owners who address issues pertaining to their lake. With varying degrees of formality, these volunteer-based groups have formed to advocate for improved water quality, promote fish and wildlife habitat, express concern about various issues including aquatic invasive species and shoreline development, and to support sustainability of fisheries and water based recreation, etc. Lake associations may initially form to address a local problem, but over time, they often remain organized to participate in water quality monitoring, wildlife habitat improvement projects, and to resolve stakeholder conflicts, etc. Lake associations may become involved in a broader array of issues that expand beyond the lakeshore to the boundaries of the watershed involving a whole range of stakeholders – individuals, corporations, local (township and county) and state government, etc. The expansion of interests and issues can stretch a lake association beyond its capacity both in terms of human capital and financial resources such that the sustainability of the association is tested.

At the request of the Hubbard County (Minnesota) Coalition of Lake Associations (COLA), IUB SPEA masters students will utilize this capstone course to explore ways for lake associations to become more sustainable and successful in meeting their goals. For context, we may also try to comparatively study a

few selected Indiana or other lake associations. Specifically we seek to address the following research questions which **will be refined** in partnership with the Hubbard County COLA:

- 1) What institutional characteristics are exhibited in lake association governance?
- 2) How do these institutional characteristics vary and which lead to sustainability of associations and lakes?
- 3) How is the success of the lake association defined and measured?
- 4) What are the physical characteristics of lakes that may lead to more or less sustainable management that can be addressed by lake associations?
- 5) Why do individuals choose to participate or not participate in lake association activities or as members?

While the complete suite of methods used to conduct and complete this project are yet to be fully determined (and will be finalized by the class), we expect the class to conduct a literature review of lake associations and their sustainability, employ both in-depth interviews with a purposive sample of lake association leaders and experts, and an online survey of lake association members and lake associations leaders. Additionally, student teams will analyze data using both qualitative and quantitative methods in order to determine those factors most affecting the success and sustainability of lake associations.

Upon completion of the analysis, we will deliver various reports and findings to the COLA. We have tentatively committed to one final product - a draft publication (brochure format) of "guidelines for a sustainable lake association" to the Hubbard County COLA. This brochure and short presentation could be presented to individual lake associations and possibly other county associations of lake associations for their review and comment. Additional products will be determined by the class.

Course Format, Style and Attendance:

This is an elective capstone course and it is assumed that enrolled students are interested in participating fully. The course will consist of one 2.5 hr meeting per week (Mondays 4-6:30). Weekly attendance is required of everyone. There will be some class meetings where work groups and teams will spend much of the time period working on tasks and interacting individually with the instructors rather than meeting as a whole.

We will be using much of our first month of meetings to bring each other up-to-speed on the issues, project design, and project implementation involved in this capstone. Some of the content of the first month of classes will be to discuss readings about the lake management associations and the appropriate project design for answering our clients' questions. Additionally, we will also need to consider how best to organize students into useful teams to serve the interests of both the class and the client. After the first four weeks or so, the content of class meetings will be driven mostly by the students with the instructors providing support and oversight.

A consistent expectation for the class, group and team meetings will be for each student to be up-to-speed on readings, project design, data collection, data analysis and report expectations. Knowledgeable and interactive students are necessary for a successful capstone project.

Regarding Oncourse – We will utilize at least the following functions of Oncourse:

- *Syllabus* – current syllabus (rules and outline of the course) will be posted.
- *Announcements* – general course updates, etc. from the instructors will be posted.

- *Resources* – all reading assignments and other sources of information will be posted by subject area folder (see both topical and weekly folders, etc.).
- *Chat Room* – any questions for the instructor(s) outside of class can be posted on this public section. We will try to review daily and respond to your question in the Chat Room. It is particularly important that questions on course policies and content be posted by Monday morning so they can be addressed during class meetings later that day. *Note: the Chat Room is an open site for all registered for the course.*
- *Messages* – working groups, teams, etc., will provide brief reports to the instructor; more to come on format and use.
- *Grade Book* – all group, team and classroom participation grades will be promptly posted for your review.

Class Professionalism Policy¹:

Students are expected to act in a professional manner. Excessive violations of professionalism will result in a significant reduction in the participation portion of the grade for the course, and could result in an intervention leading to expulsion from the course. Violations of professionalism include, but are not limited to the following:

- Activated cell phones or ipods – they should be stored away during class
- Reading the newspaper or sleeping during class
- Arriving late for class or leaving class early (unless agreed upon by instructor beforehand)
- Accessing email or surfing the web during class; quietly taking notes with a computer is acceptable
- Working on material for another course during class
- Exhibiting disrespect for the instructor or classmates
- Disruptive behavior – e.g. carrying on conversations or being excessively noisy
- Engaging in any activity that prevents you from fully participating in the class
- The class period is 2.5 hrs. Be prepared to stay for the whole session. Please leave the classroom if you must engage in anything other than class activities and return for the next class period when you can fully participate.

¹Adapted from Murphy, S. 2006. Surfing in Class, A New Temptation. The ISS Newsletter (July 2006), p 4-5.

The SPEA Student Honor Code:

(http://www.indiana.edu/~spea/career_services/our_services/student-code-of-conduct/SPEA%20Student%20Honor%20Code.shtml) passed by SPEA Faculty 2007, outlines the honesty and integrity expected from each student. The Code outlines the scope, violations, reporting, handling of academic honesty, and civility and professional conduct for all students taking SPEA courses.

Academic Integrity:

You know the drill. No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty (which also includes falsifying data) is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. You are responsible for understanding the concept of plagiarism and for avoiding it all times.

Student Evaluation:

A necessary evil is that at the end of the course each student will receive a final grade. Your final individual course grade will be determined by three major grades: 1) Student self-evaluations, 2) Student evaluations of their fellow students (working groups and teams) and 3) Instructor evaluations of

participation, products, etc. There will be more definition to the grading scheme as working groups, teams and additional organizational structure is designed by the students.

The semester grading scale is 92-100% = A, 82-92% = B, 72-82% = C, 62-72% = D & <62 = F.
The instructors reserve the right to adjust this scale downward for variability in grading.

Week # Class Topics and Assignments:

Week 1 (1/7/13)– Course and Project Introduction; Welcome to The Workshop, our classroom home for the semester; Introductions of instructors and students; Review/discuss class project and first set of reading assignments; Introduction to IRB; Review of the COLA Presidents/Representatives/Etc. on-line survey; Individual survey of student skills (to be utilized in working group and team formation in the future); Sign research intent form; Discuss/design the format for the Week #2 client interview; other stuff as we have time.

Week 2 (1/14/13) – Meet with the Client (video conference with select group of COLA Board/LA's representatives from Bemidji State University conference center); Understanding Lake Associations and Coalitions of Lake Associations and charge from the client; Student's ask questions about LA's (*Students bring typed set of questions for in-class use and hand-in to instructors*); Post client interview - discuss "findings" and other questions, follow-ups?; IRB test must be successfully completed by each student; Discuss team building/project management "patch" from week 1; Take away assignments for students/working groups/teams.

Week 3 (1/21/13) Martin Luther King Day, no class Students should be working on literature review and defining project design;

Week 4 (1/28/13) – Literature Review and Project Design Session; Review of literature regarding lake association and lake sustainability management – what do we know, what's still to be learned?; Introduction to project design - backward project design timeline; Completion of on-line survey of COLA leaders for final submission to IRB; Discussion and decision-making on other surveys and data collection strategies; Review of database for website and document data collection; Class begins formation of working groups and teams to meet project goals.

Week 5 (2/4/13) Project design (cont) and Work Assignments; Experiential class session on conducting interviews; Final decisions on working groups and team structure, membership and leadership coordination; Possible project structure 1) Literature review, 2) Websites and documents review, 3) survey data analysis, 4) interview coding and analysis, 5) report writing, 6) brochure design for websites, 7) final presentation team, etc?

Week 6 (2/11/13) – Work session for groups and teams

Week 7 (2/18/13) – Groups meeting with instructors to discuss progress

Week 8 (2/25/13) – Drafts of literature review and early findings sent to client for first review and preparation for client check-in next week.

Week 9 (3/4/13) – Check-in with client via video conference; Post video conference discussion of feedback and assessment of progress per client's feedback

Spring Break Week of March 11-15

Week 10 (3/21/13) – Teams review progress with classmates and begin to prepare reports

Week 11 (3/25/13) – Draft team reports circulated to classmates for review and comments

Week 12 (4/1/13) – Pre-draft project report for class discussion and submission to instructors

Week 13 (4/8/13) – Draft project report and brochure(s) submitted to instructors and **client**

Week 14 (4/15/13) – PowerPoint Presentation practice to instructors/class Review comments from COLA, etc. on draft project report and “Lake Association Brochure on Best Management Practices” and other written items

Week 15 (4/22/13) – PowerPoint presentation to COLA this week via conference call; feedback from client; Final reports submitted to instructors for all written materials

Week 16 (4/29/13 - Final exams week) – Any clean-up activities from the project are addressed by the class before May 3).

Comprehensive list of course readings (to be compiled as the Capstone progresses):

Course documents:

Readings on Lake Associations:

Readings on research methods:

Bernard, R. (2006). Research methods in anthropology: qualitative and quantitative approaches (4th ed.). New York: Altimira Press.

Creswell, J. and Clark, V.P. (2007) Designing and conducting mixed methods research. Thousand Oaks, CA: Sage Publications.

Dillman, D., Smyth, J., and Christian, L.M. (2007). Internet, mail, and mixed-mode surveys: The tailored design method. New York: Wiley.

Patton, M.Q. (2002). Qualitative research evaluation methods (3rd ed.). Thousand Oaks, CA: Sage Publications.