ABUS 432
HOLISTIC MANAGEMENT

Course Description:
Holistic Management is the practical application of concepts of sustainability for managing personal and professional activities in a manner that is economically, socially, and environmentally viable. This requires the acquisition of skills and understanding for planning and decision making to promote quality of life, sustainable enterprises, and sustainable communities. This also necessitates the acquisition of leadership skills to creatively develop a vision for the focus of time, money, energy and other resources to achieve progress toward a sustainable future.

Term
Spring 2015

Instructor
Lee Altier

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Course Goals:

- Students will develop an understanding of sustainability and wealth that is germane to their own quality of life and professional goals;

- Apply principles of ecology and economics in a holistic framework for planning and managing personal and professional activities;

- Gain an understanding of how sustainable economic and social systems are dependent on ecosystem goods and services;

- Understand the impact of different kinds of management on the environment and on the functioning and sustainability of businesses, communities, and quality of life;
• Examine topical problems, controversies, and policies from a holistic perspective in order to derive ideas for creating a sustainable future;
• Practice effective ways of collaborating in a team and resolving conflicts; and
• Participate in a local business or agency and design a holistic management plan.

**Student Learning Outcomes**
If you are creating or maintaining a *Professional Development Portfolio*, you can expect to enhance your credentials in several important areas. With diligence, each student can acquire the following long-term benefits from this course:

• Understanding of the ecological basis supporting all life and human activities;
• Effective verbal and written communication skills;
• Skills in group dynamics;
• Skills in effective problem solving relevant to personal, business, and environmental management; and
• Leadership skills for the guidance of personal and professional enterprises.

**Texts & Software**

_Holistic Management_ by A. Savory and J. Butterfield

*Course Reader (available for download on the course website)*

Other readings are available online. Check out the *Readings* page in the course Blackboard website. You may read them online or print them out as you like.

Many of the readings are PDF files that require the Adobe Acrobat Reader. If you do not already have this on your computer, it is freely available from: [http://get.adobe.com/reader/](http://get.adobe.com/reader/)

**Other Recommended Reading:**

_First Things First_ by S. Covey, R. Merrill and R. Merrill

_Extreme Success_ by Richard Fettke

**Course Format**
The course is scheduled as a lecture series. However, class time will comprise guest speakers, videos, study questions, discussion, and group activities. Questions and sharing relevant ideas are encouraged anytime.
Course Notebook

You are expected to document all your course activities in a Holistic Management notebook. This will include sections on personal and professional (project) activities.

Everything, except in-class activities, should be typed!

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<th>Notebook Table of Contents</th>
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<tr>
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<td>Syllabus</td>
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1. Personal Management
   - Outrageous outcome for class (in-class activity)
   - Life balance wheel
   - Description of your whole under management
   - Your draft holistic goal (#1)
   - Your draft holistic goal (#2)
   - Weekly time management plans (12)
   - Decision testing (in-class and homework, 2)
   - List of new sources of income (in-class activity)
   - List of ways to cut expenses (in-class activity)
   - Financial control sheets for Sept., Oct., Nov. (3)

2. Professional Management (service learning project)
   - Project proposal
   - Description of whole under management
   - Holistic goal
   - Description of management alternatives and evaluation with decision guidelines
   - Management plan (financial, land, or biological)
   - Monitoring
   - Control sheet
   - Project reflections and summary

3. Other enclosures
   - Course notes
   - Notes/exercises on field trips
   - Outline of ecological foundation block presentation
   - Extra credit activities
   - Other
Civic Engagement

An important part of this course is a civic component in which students will engage their skills in the community. The purpose of the project is to give students an opportunity to practice concepts of holistic management in support of the local community.

In addition, many of the management procedures learned in this class will be applied to personal activities. Each student will be expected to develop a personal holistic goal, financial plan, time management plan, and practice the decision testing guidelines.

Writing Intensive

Writing is an important part of this class. As an important means of honing writing skills, students will develop drafts of the decision case study and sections of the project report for peer review and revising before final submission.

Grading

Exams and reports (farm interview and case studies) are recorded as a percentage score. The assignments are recorded on a 1-2 scale. A "2" indicates that you received full credit; a "1" indicates that something was deficient or incomplete; (and a "3," in rare circumstances, is given if your assignment was way above the norm).

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<td>Participation</td>
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<td>Project</td>
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<td>Quizzes</td>
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<td>Final exam</td>
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<td>TOTAL</td>
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* Includes discussion assignments, drafts, critiques, reflections, and other homework.
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<td>88-89</td>
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**Course Management/Policies**

The course is divided up into six modules, comprising the major topics of the course. Each module consists of several activities that you will complete in sequence. Activities include reading, listening to videos and sound clips, and writing assignments.

**Attendance:** Attendance is required. You will be evaluated on your participation in class. Absences from class will jeopardize your grade. If you miss a class, you are responsible for obtaining any handouts or assignments from the instructor and lecture notes from other students.

**Assignments:** There will be weekly activities and reading assignment. Knowledge of the reading assignments will be important for class discussions, quizzes, and application to assignments.

**Important:**

- Homework assignments will be collected in class on the day that they are due. Assignments should be typed. Be prepared to exchange your homework with other students and discuss it in class. Late assignments will not be accepted unless you have an excused absence or have made prior arrangements with the instructor.

- For any assignment, each person is responsible for submitting the results of her/his own work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged.

- It is recommended that students keep a copy of all submitted assignments.
Quizzes and Exams:
There will be frequent quizzes and a final exam. The final exam will be a cumulative assessment of your ability to apply the concepts of the course, so it will be helpful to review the study guides and records in your notebook.

Late work:
Talk to the instructor before the due date if you have a problem with completing an assignment before the due date.

Readings:
Assigned as in the modules. Readings for which there are study guide questions are the most important for exam study. The other readings are to help you with gaining a general understanding of course concepts.

Students with Disabilities
If you need course adaptations or accommodations because of a disability, please email, make an appointment, or see us during office hours as soon as possible. Students with disabilities requesting accommodations must register with the ARC Office (Accessibility Resource Center) (http://www.csuchico.edu/arc/) on the campus (tel: 530 898-5959) to establish a record of their disability.

Extra credit:
There are extra credit assignments available. However, they are not intended as substitutes for the regular assignments. You will not be eligible for extra credit if you have missed more than two assignments or reports. All extra credit is due before the end of the semester as indicated in the assignment schedule.

Plagiarism and Academic Integrity
Be certain that you understand the Academic Integrity Policy at Chico State. The policy applies to all work done for this class - including homework, exams, and reports. California State University, Chico is committed to a campus culture that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments. These efforts are guided by the following statement from the university president:

“The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.”

For any assignment, even if you work with a partner or a study group, each person is responsible for submitting the results of her/his own work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged. For more information, see the Executive Memorandum 04-36 and page 51 in the current CSUC catalog.

If there is evidence that you have been involved in any form of academic dishonesty, you will receive an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action.
Suggestions on Harmonizing with the Flow of the Course:

1. I think you will find this course to be highly engaging. It will allow you the opportunity to apply and synthesize ideas that you have gained from other courses at Chico State. Within the first two weeks of the start of the semester, you must assess whether you can fully participate and complete the course requirements. If not, it is your responsibility to drop the course, so that your grade point average is not negatively affected.

2. The course is divided up into seven modules, each one consisting of several activities. As you start a new module, take a look at the introduction, objectives and activities list as described in the Blackboard website for the course. Plan your time so that you systematically work through completion of the activities.

3. There is a deadline for each activity and each section. In order for you to get credit for your efforts and for you to successfully complete the course, it is essential that you keep up the course schedule! For due dates, print and keep close track of the Assignment Schedule.

Your questions and comments are always welcome!!!

Academic Support

Student Computing
Adequate access to the course website is essential for success in this course. Computer support is available at http://www.csuchico.edu/itss/.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students/.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc/.
College of Ag Course Policies
All faculty in the College of Agriculture adhere to the policies listed or referenced below:

University Policies
(Including Student Rights, Academic Honesty, Student with Disabilities, and Use of Computing and Communications Technology) See: http://catalog.csuchico.edu/viewer/14/ACAREGS.html.

Academic integrity
Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/.

Academic Rigor
Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Learning
Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.
Rigorous Teaching

Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Policies Regarding Personal Conduct

- It is the student’s responsibility to meet all appropriate deadlines for adding, withdrawing, etc. These deadlines can be found on the University web site at: http://www.csuchico.edu/schedule/
- All class participants are expected to exhibit respectful behavior to other students and the instructor.
- All students have the right and privilege to learn in the class, free from harassment and disruption.
- Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul language.