Wildlife Management Practices (KSH1404)

Module designation	*Wildlife Management Practices (KSH404)*
Semester(s) in which the module is taught	*7*
Person responsible for the module	*Lecturer team*
Language	*Indonesia*
Relation to curriculum	*Compulsory course for students of Department of Forest Resources Conservation and Ecotourism IPB University*
Teaching methods	*Lecture, discussion, field practices, supervision, and presentation*
Teaching media and tools	*PowerPoint, textbooks, videos, films, drone, laboratory and field equipments*
Workload	*Total Workload:* *Learning hours = 135 hours* *Practice day = 30 days* *Lecture: 2 days* *Discussion: 1 day* *Presentation: 1 day* *Report writing: 4 days*
Credit points	*3 SCH x 1.44 = 4.32 ECTS*
Required and recommended prerequisites for joining the module	*1. Plant Conservation* *2. Wildlife Management*
Module objectives/intended learning outcomes	*1. Recognize, know, and analyze elements of planning and management of wildlife (animals and plants) in the National Park;* *2. Presenting a series of observed data properly and correctly, analyzing the data obtained, and interpreting the results.* *3. Analyzing the planning and management aspects of wildlife concerning the management of the National Park comprehensively.* *4. Identify problems and formulate solutions to problems related to the planning and management of wildlife (wildlife and plants)* *5. Write the results of his practice into a report in a coherent, systematic manner, following scientific principles and writing ethics*
Course description	*This practical activity includes the implementation of wildlife (animal) management practices, namely animals and plants.* *Wildlife management practice provides insight and field experience to practical students regarding the in-situ management of wildlife populations. This activity includes collecting data on demographic parameters, habitat conditions, and wildlife behavior, analyzing, and synthesizing for wildlife management purposes.*

Module designation	*Wildlife Management Practices (KSH404)*
Content	***1. Wildlife (animal) management*** *1) History and Status of the area* *2) Wildlife management planning* *3) Wildlife management (species management, habitat management, population management)* *4) Wildlife Operational Plan/Annual Plan* *5) Management Facilities and Infrastructure* *6) Area Protection and Security* *7) Education and Research Services* *8) Human Resources* *9) Finance* ***2. Plant Conservation Management*** *The practice material for plant conservation aspects is divided into 2 (two) types: ex-situ and in-situ plant conservation. Aspects observed in the field of in-situ plant conservation include:* *1. Potential plants in an area* *2. Condition of rare/protected plant species* *3. Disturbance to plants* *4. Protection of plant species* *5. Extension of important plant species* *6. Regulatory policies related to plant conservation* *7. institutions in plant conservation* *8. Plant development research* *While the aspects observed in the field of ex-situ plant conservation include:* *1. Breeding Useful Plants* *2. Cultivation of Useful Plants Carried Out by the Community*
Examination forms	*Provisioning lecture test score (15%), supervision score (10%), attendance and activeness score (10%), score for presentation and discussion of practice results (25%), reporting score (20%), examination score (20%)*
Study and examination requirements	*Acquire a final score that qualifies for letter grade C at the minimum*
Reading list	*NA (Not Applicable)*

Practices of Protected Area Management, Ecotourism and Environmental Services (KSH1405)

Module designation	*Practice of Protected Area, Ecotourism, and Environmental Services Management (KSH1405)*
Semester(s) in which the module is taught	*7*
Person responsible for the module	*Lecturer team*
Language	*Bahasa Indonesia*
Relation to curriculum	*Compulsory course for students of Department of Forest Resources Conservation and Ecotourism IPB University*
Teaching methods	*Lecture and discussion session (provisioning lectures), practices in the field, supervision by lecturers and field supervisors, presentation and discussion of practice results*
Teaching media and tools	*Powerpoint, textbooks, videos, films, laboratory equipments (GPS, camera, surber), software of ArcGIS, Erdas, and GEE, PPE (Protective Personal Equipment), field guide, conservatian area (National Parks)*
Workload	*Total Workload* *Learning hours = 135 hours* *Practice day = 30 days*
Credit points	*3 SCH x 1.44 = 4.32 ECTS*
Required and recommended prerequisites for joining the module	*Subjects of Protected Area Planning, Environmental Spatial Analysis, Environmental Services, Enviromental Pollution and Impact Control*
Module objectives/intended learning outcomes	*Students are expected to be able to:* *1. Know and analyze elements of planning and management of Protected Areas, ecotourism, and environmental services in National Parks;* *2. Presenting a series of observed data properly and correctly, analyzing the data obtained and interpreting the results;* *3. Identify problems and try to formulate solutions to problems related to the planning and management of Protected Areas, ecotourism and environmental services* *4. Analyzing the aspects of planning and management of Protected Areas, ecotourism, and environmental services in relation to the management of National Parks in a comprehensive manner;* *5. Writing the results of the practice into a report that is a coherent, systematic manner, following scientific principles and writing ethics*
Course description	*The scope of practice consists of* *1) Field observation (seeing, taking notes, inventorying, experimenting/feeling) area management, ecotourism and environmental services;* *2) Identify problems in area management, ecotourism, and environmental services, biophysical potential including area services in the management of National Parks;*

Module designation	*Practice of Protected Area, Ecotourism, and Environmental Services Management (KSH1405)*
	3) Analysis and synthesis of various problems in area management, ecotourism and environmental services and formulate those related to the management of the National Park and its environment and the development of potential utilization; *4) Preparation of reports and presentations of practices activities.*
Content	*This practice is consisted of 6 topics, namely:* ***1. Protected Area Planning and Management*** *Students are expected to be able to explain theories, concepts, and the application of science and technology in the field of management in National Parks, which includes history and area planning, area management, human resources and cooperation, and financial support.* ***2. Analysis of Land Cover in Protected Areas*** *The condition of land cover is very dynamic, experiencing changes caused by many factors, both naturally (natural factors) and human activities (anthropogenic factors). This is no exception in Protected Areas. Students are expected to be able to examine changes in land cover in Protected Areas. This data and information can be used as an indicator of the success of area conservation management. In addition, this data can also be used as a basis for determining priority scales for area protection and as a basis for determining priority habitat restoration.* *3)* ***Management of Environmental Services Related to Water*** *One of the important regulatory services of forest ecosystems is their role in the hydrological cycle, controlling erosion and sedimentation in water bodies. Forest ecosystems that are still intact are expected to contribute to the quantity, quality, and community of water needed by humans and other living things. The government has regulated the use of water in Protected Areas through the Regulation of the Minister of Environment and Forestry of the Republic of Indonesia Number P.18/Men-LHK/Setjen/KUM.1/4/2019 concerning Utilization of Water and Water Energy in Wildlife Reserves, National Parks, Forest Parks Raya, and Nature Tourism Park. The practice is directed so that students examine various mechanisms of cooperation in water use, efforts to maintain or increase water resources, analyze the condition of forest cover with the quantity and quality of water.* ***4) Forest Carbon Measurement*** *Forests are one of the agents that can control CO2 emissions through a process of absorption (sequestration) for the photosynthesis process, which is then stored in wood in the form of cellulose and hemicellulose which is called carbon stock. Trees are the main habitus that makes up a forest, which has advantages compared to other habitats (eg shrubs, lianas) in controlling carbon emissions, namely their long life span (years) and large biomass so that large amounts of carbon can be absorbed and stored. This practice is directed so that students can study various forest carbon management schemes in the field. In addition, students are also expected to be able to learn to predict forest carbon stocks.* ***5) Supply and Demand for Nature Recreation and Ecotourism-Nature and Environment Interpretation*** *Recreation is all activities carried out in spare time with the aim of returning to creativity (re-creation). Currently recreation is*

Module designation	*Practice of Protected Area, Ecotourism, and Environmental Services Management (KSH1405)*
	one of the basic human needs, especially in dealing with daily routines with all the busyness. While tourism is a travel activity carried out by someone with a specific purpose. To be able to build and develop a recreation and/or tourism area, knowledge and skills are needed to identify the tourism products to be offered and to whom these products are offered. This practice is carried out so that students can design tourism development in an area. Therefore they are expected to be able to identify the supply and demand conditions of tourism in an area. ***6) Nature Recreation and Ecotourism Support System-Interpretation of Nature and the Environment*** *The development of a tourist area does not only depend on the condition of supply and demand for tourism that is owned. Tourism development also requires a good institutional system so that this development can run well. Apart from that, tourism development will also involve various parties, apart from tourism area managers, to be able to support these development efforts. In this practice, students are expected to be able to identify and analyze a good tourism management institutional system. In addition, students are also expected to be able to identify and analyze various forms of stakeholder involvement in tourism development in an area.*
Examination forms	*Provisioning lecture test score (15%), supervision score (10%), attendance and activeness score (10%), score for presentation and discusion of practice results (25%), reporting score (20%), examination score (20%)*
Study and examination requirements	*Acquire a final score that qualifies for letter grade C at the minimum*
Reading list	***1.*** *Allen JC, Barnes DF. 1985. The Causes of Deforestation in Developing Countries. Annals of the Association of American Geographers, 75(2), 163–184. https://doi.org/10.1111/j.1467-8306.1985.tb00079.x* ***2.*** *Casson A. 1999. The Hesitant Boom : Indonesia ' s Oil Palm Sub-Sector in an Era of Economic Crisis and Political Change. 62(251), 1–75.* ***3.*** *de Groot RS, Matthew AW, Boumnas RMJ. 2002. A typlogi for the classification, description and valuation of ecosystem functions, goods and services. Ecological Economics. 41: 393-408.Maxim, L., Spangenberg, J. H., & O'Connor, M. (2009). An analysis of risks for biodiversity under the DPSIR framework. Ecological Economics, 69(1), 12–23. https://doi.org/10.1016/j.ecolecon.2009.03.017* ***4.*** *[IPCC] Intergovernmental Panel on Climate Change. 2006. IPCC Guidelines for National Greenhouse Gas Inventories. IPCC National Greenhouse Gas Inventories Programme. IGES, Japan Kodoatie RJ. 2012. Tata Ruang Air Tanah. Yogyakarta: Penerbit ANDI.* ***5.*** *[KLHK] Kementerian Lingkungan Hidup dan Kehutanan. 2021. Indonesia Long-Term Strategy for Low Carbon and Climate Resilience 2050 (Indonesia LTS-LCCR 2050). Jakarta: Kementerian Lingkungan Hidup dan Kehutanan.* ***6.*** *[KRHTI 2008] Konsorsium Revisi HCV Toolkit Indonesia. 2008. Panduan Kawasan Bernilai Ekonomi Tinggi di Indonsia. Jakarta:*

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Tropenbos Internasional Indonesia.

7. *Maxim L, Spangenberg JH, O'Connor M. 2009. An analysis of risks for biodiversity under the DPSIR framework. Ecological Economics, 69(1), 12–23. https://doi.org/10.1016/j.ecolecon. 2009.03.017*
8. *[MEA] Millennium Ecosystem Assessment. 2005. Ecosystems and Human Well-being: Synthesis. Washington,DC: Island Press*
9. *Prasetyo LBP, Wibowo SA , Kartodihardjo H, Onny FT, Aryanto H, Onaji RS, Etiawan YS. 2008 . Land use and land-cover changes of Protected Area during transition to regional autonomy : Case study of Balairaja Wildlife Reserve in Riau Province , Indonesia. Tropics, 17(2).*
10. *Permenhut 2004] Peraturan Menteri Kehutanan Nomor P.14/Menhut-II/2004 tentang Tatacara Aforestasi dan Reforestasi Dalam Kerangka Mekanisme Pembangunan Bersih. 2004.Prasetyo, L. B. P., Ibowo, A. W., Artodihardjo, H. K., Onny, F. T., Aryanto, H., Onaji, R. S., & Etiawan, Y. S. (2008). Land use and land-cover changes of Protected Area during transition to regional autonomy : Case study of Balairaja Wildlife Reserve in Riau Province , Indonesia. Tropics, 17(2).*
11. *Samsoedin I, Wibowo A. 2012. Analisis potensi dan kontribusi pohon di perkotaan dalam menyerap gas rumah kaca. Studi kasus: Taman Kota Monumen Nasional, Jakarta. Jurnal Penelitian Sosial dan Ekonomi Kehutanan. 9 (1): 42–53.*
12. *Shahzad U, Riphah. 2015. Global warming: causes, effects and solutions. Durreesamin Journal 1(4).*
13. *[SNI] Standar Nasional Indonesia 7724. 2011. Pengukuran dan penghitungan cadangan karbon- Pengukuran lapangan untuk penaksiran cadangan karbon hutan (ground based forest carbon accounting). Jakarta: Badan Standardisasi Nasional.*
14. *Sunderlin, WD., Resosudarmo IAP. (2n.d.). Rates and Causes of Deforestatiob in lndonesia : Towards a Resolution of the Ambiguities (Vol. 62, Issue 9).*
15. *Syahrinudin. 2005. The potential of oil palm and forest plantations for carbon sequestration on degraded land in Indoensia. Ecology and Development Series. (28): 1-112.*
16. *[UU] Undang-undang No. 18 Tahun 2013 Tentang Pencegahan dan Pemberantasan Perusakan Hutan. 2013.*
17. *Wani SA, Asif M, Lone S, Showket A, Asif S. 2013. Global warming and its impact on environment. International Journal of Recent Scientific Research. 4 (4): 490- 494.*
18. *Wibowo A, Samsoedin I, Nurtjahjawilasa, Subarudi, Muttaqin Z. 2013. Petunjuk Praktis Menghitung Cadangan Karbon Hutan. Bogor: Pusat Penelitian dan Pengembangan Perubahan Iklim dan Kebijakan Badan Penelitian dan Pengembangan Kehutanan Kementerian Kehutanan, Republik Indonesia Kerjasama dengan United Nations Educational, Scientific and Cultural Otganization (UNESCO).*
19. *Wilson PJ. 2014. The Meaning of Tree. Arboriculture Association.*
20. *Zhang H, Wang K, Xu X, Song T, Xu Y, Zeng F. 2015. Biogeographical patterns of biomass allocation in leaves, stems and roots in China's forests. Scientific Report. 5(15997): 1-12.*

Colloqium (KSH1406)

Module designation	*Colloqium (KSH1406)*
Semester(s) in which the module is taught	*7 and more*
Person responsible for the module	*Dede Aulia Rahman, S.Hut, M.Si, Ph.D*
Language	*Bahasa Indonesia or English*
Relation to curriculum	*Compulsory Course*
Teaching methods	*Presentation, discussions*
Workload	*Preparation of research proposals equivalent to 3 to 4 hours per week in one semester or 4 to 5 hours a day for 2/3 months up to 17 working days*
Credit points	*1 SCH x 1.44 = 1.44 ECTS*
Required and recommended prerequisites for joining the module	*Has completed all courses, including Common Core Course (CCC), Fundamental Prodi (FP), Foundational Literacy (FL), Academic Core Course (ACC), In-Depth Prodi Course (IPC), Enrichment Course (EC), and Final Year Project (FYP: Forestry Field Practies; Thematic Services Learning Program; Wildlife Manaement Practies; Practies of Protected Area Management, Ecotourism and Environmental Sevices) with a total of 139 SCH*
Module objectives/intended learning outcomes	1. *Students are able to identify and analyze the latest research topics according to the research plan.* 2. *Students are able to determine the position of research to be carried out.* 3. *Provide an assessment of the readiness of each student participating in the colloquium course in making a relevant literature review related to the issues raised in the research proposal.* 4. *Providing a forum for students to practice making presentations and interacting with fellow academics in making argumentative accountability for their learning outcomes for one semester, as presented in the proposal papers written.*
Content	*This course is designed to allow students to interact with faculty and other students from the Department of Forest Resources Conservation and Ecotourism and other departments, programs, and schools around a central theme or topic that varies from year-to-year, but is broad enough to accommodate the interests of most FRCE students. Each student devises a research project related to the theme or topic and, from that project, prepares a final research proposal, a shortened version of which is presented at the General Colloquium held every semester. This event is open to the university community and the wider public. At the colloquium, students prepare proposal papers and presentation materials, and the Colloquium Lecturers from the same Scientific Division were selected as experts on the theme or topic of the General Colloquium, providing comments on each paper presented. The floor is then opened to questions from other seminar participants and the audience.*
Examination forms	*Assessed from the element /variables achievement, namely (a) skills in compiling research proposal, (b) presenting research plan, and (c) discussing them in front of the examiners.*

<table>
<tr><td>Module designation</td><td>Colloqium (KSH1406)</td></tr>
<tr><td>Study and examination requirements</td><td>
The formula evaluates the colloquium:
N = (0.4 A + 0.3 B + 0.3 C) (If the supervisory committee consists of two supervisors) or
N = (0.7 A + 0.3 C) (If the supervisory committee consists of one supervisor)
Where:
N (final seminar score) = 40% score from chief supervisor + 30% score from member supervisor + 30% score from seminar lecturer (If the supervisory committee consists of two supervisors) or
N (final seminar score) = 70% score from chief supervisor + 30% score from seminar lecturer (If the supervisory committee consists of one supervisor)
A and B = scores from the chief supervisor and member supervisor, particularly
C = scores from the seminar lecturer

Research proposal colloquium assessment format
<table>
<tr><th>No</th><th>Elements assessed</th><th>Weight (W)</th></tr>
<tr><td>1</td><td>Relevance of literature sources to the chosen research topic</td><td>10</td></tr>
<tr><td>2</td><td>Up-to-date literature sources</td><td>20</td></tr>
<tr><td>3</td><td>Concept suitability</td><td>10</td></tr>
<tr><td>4</td><td>Adequacy of literature sources</td><td>15</td></tr>
<tr><td>5</td><td>Systematic preparation of the matrix and presentation materials</td><td>20</td></tr>
<tr><td>6</td><td>Ability to convey ideas</td><td>10</td></tr>
<tr><td>7</td><td>Ability to defend ideas</td><td>15</td></tr>
<tr><td colspan="2">Total</td><td></td></tr>
</table>

Passing Limit Score ≥ 80
$$Score = \frac{\sum W \times S}{100}$$
</td></tr>
<tr><td>Reading list</td><td>NA (Not Applicable)</td></tr>
</table>

Internship (IPB303)

Module designation	*Internship (IPB303)*
Semester(s) in which the module is taught	*3-7*
Person responsible for the module	
Language	*Bahasa Indonesia*
Relation to curriculum	*Compulsory Course*
Teaching methods	*Teaching Factory (TEFA) and Problem Based Learning (PBL)*
Workload	*3 sks*
Credit points	
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	1. *Recognizing and understanding the entire business process at the internship location, including identification of challenges faced by business actors.* 2. *Comparing theories/concepts in college with the implementation of activities on location.* 3. *Finding the implicit meaning (attributing) to the entire business process at the internship location.* 4. *Formulate feedback (generating feedback) on the implementation of activities at the internship location.*
Content	*The innovative learning process through group internships is expected to accelerate the process of achieving learning covering aspects of attitudes, knowledge, and skills in the development of forestry and environmental conservation issues. Through Presidential InstructionNo. 1 of 2023 concerning Mainstreaming Biodiversity Conservation in Sustainable Development, the Indonesian government seeks to encourage collective awareness to protect biodiversity for sustainable development. Therefore, conservation and environmental problems cannot only be solved through one aspect alone, but multi-aspects and multi-stakeholders. Through group internships designed for partners in Protected Areas and non-Protected Areas, students are expected to have broader insights into the paradigm of conservation and sustainable development.*
Examination forms	1. *Proposal Preparation* 2. *Public lecture* 3. *Quiz* 4. *Recognizing the entire business process at the internship location.* 5. *Comparing theories/concepts in college with the implementation of activities on location.* 6. *Finding the implicit meaning (attributing) to the entire business process at the internship location.* 7. *Formulate feedback (generating feedback) on the implementation of activities at the internship location.* 8. *Prepare interim reports.* 9. *Supervision* 10. *Compilation of Final Report*
Study and examination requirements	-
Reading list	*NA (Not Applicable)*

Seminar (KSH1408)

Module designation	*Seminar (KSH1408)*
Semester(s) in which the module is taught	*7 and more*
Person responsible for the module	*Dede Aulia Rahman, S.Hut, M.Si, Ph.D*
Language	*Bahasa Indonesia or English*
Relation to curriculum	*Compulsory Course*
Teaching methods	*Presentation, discussions*
Workload	*Preparation of papers equivalent to 3 to 4 hours per week in one semester or 4 to 5 hours a day for 2/3 months up to 17 working days*
Credit points	*1 SCH x 1.44 = 1.44 ECTS*
Required and recommended prerequisites for joining the module	*Has completed all courses, including Common Core Course (CCC), Fundamental Prodi (FP), Foundational Literacy (FL), Academic Core Course (ACC), In-Depth Prodi Course (IPC), Enrichment Course (EC), and Final Year Project (FYP: Forestry Field Practies; Thematic Services Learning Program; Wildlife Manaement Practies; Practies of Protected Area Management, Ecotourism and Environmental Sevices; Colloquium) with a total of 140 SCH*
Module objectives/intended learning outcomes	1. *Students learn to express their own ideas, in accordance with their areas of interest or fields of study to be tested and assessed truth by other seminar participants.* 2. *Students learn to speak scientifically in public and defend their own papers.* 3. *Students gain experience related to seminar topics from other participants from all seminar participants who attended.* 4. *Students learn to listen to input and respect differences of opinion from seminar participants who attend.*
Content	*This course is designed to allow students to interact with faculty and other students from the Department of Forest Resources Conservation and Ecotourism and other departments, programs, and schools around a central theme or topic that varies from year-to-year, but is broad enough to accommodate the interests of most FRCE students. Each student devises and prepares a final research paper, a shortened version of which is presented at the Seminar held every semester. This event is open to the university community and the wider public. At the Seminar, students prepare research papers and presentation materials, and the Seminar Lecturers from the same Scientific Division were selected as experts on the theme or topic of the Seminar, providing comments on each paper presented. The floor is then opened to questions from other seminar participants and the audience.*
Examination forms	*Assessed from the element /variables achievement, namely (a) skills in compiling research papers, (b) presenting research objectives, general research problems, methodology, result, and general conclusion, and (c) discussing them in front of the examiners.*

Module designation	*Seminar (KSH1408)*
Study and examination requirements	*The formula evaluates the seminar:* *N = (0.4 A + 0.3 B + 0.3 C) (If the supervisory committee consists of two supervisors) or* *N = (0.7 A + 0.3 C) (If the supervisory committee consists of one supervisor)* *Where:* *N (final seminar score) = 40% score from chief supervisor + 30% score from member supervisor + 30% score from seminar lecturer (If the supervisory committee consists of two supervisors) or* *N (final seminar score) = 70% score from chief supervisor + 30% score from seminar lecturer (If the supervisory committee consists of one supervisor)* *A and B = scores from the chief supervisor and member supervisor, particularly* *C = scores from the seminar lecturer* *By score distribution:* 1. *80–100 : if the questions are answered properly and correctly directly and are able to answer questions that are a continuation of the initial question.* 2. *70–79 : if the question is answered properly and correctly directly.* 3. *65–69 : if the questions are answered properly and correctly with the direction of the questioner or other examiner.* 4. *60–64 : if the questions are answered and most of the answers are good and correct.* 5. *55–60 : if the question is answered and a small number of the answers are good and correct.* 6. *< 55 : if the question is answered incorrectly or not answered.*
Reading list	*NA (Not Applicable)*

Final Thesis/Non-Thesis Project (KSH1409)

Module designation	*Final Thesis/Non-Thesis Project (KSH1409)*
Semester(s) in which the module is taught	*7 and more*
Person responsible for the module	*Dede Aulia Rahman, S.Hut, M.Si, Ph.D*
Language	*Bahasa Indonesia or English*
Relation to curriculum	*Compulsory Course*
Teaching methods	*Presentation and discussion*
Workload	*16 hours/week for 1 semester. Learning hours include data collection and research data analysis, mentoring with supervisors, final thesis preparation, and thesis/non-thesis project examination.*
Credit points	*6 SCH x 1.44 = 8.64 ECTS*
Required and recommended prerequisites for joining the module	*Has completed all courses, including Common Core Course (CCC), Fundamental Prodi (FP), Foundational Literacy (FL), Academic Core Course (ACC), In-Depth Prodi Course (IPC), Enrichment Course (EC), and Final Year Project (FYP: Forestry Field Practies; Thematic Services Learning Program; Wildlife Manaement Practies; Practies of Protected Area Management, Ecotourism and Environmental Sevices; Colloquium; Seminar) with a total of 141 SCH*
Module objectives/intended learning outcomes	1. *Students are able to think logically and systematically.* 2. *Students have scientific sensitivity and sensitivity to the environment and current conditions both in their field of knowledge and other matters of a general nature.* 3. *Students are able to research phenomena in the study program according to their specialization (division) so that they are able to compose scientific work (undergraduate thesis/non-thesis project) and test theories correctly.* 4. *Students are able to apply research methods that have been studied.* 5. *Students can put their ideas into research results into scientific writing in the form of an undergraduate thesis/non-thesis project to achieve scientific competence as a Bachelor of Forestry in the field of Conservation of Forest Resources and Ecotourism.*
Content	*Final Draft Undergraduate Thesis or Final Report of Non-Thesis Project and Presentation Materials*
Examination forms	*Assessed from the element /variables achievement, namely (a) skills in compiling undergraduate thesis/report of non-thesis project, (b) attitude and ability to deliver presentations, and (c) discussing them in front of the examiners (mastery of material and depth of discussion and ability to answer questions in the undergraduate thesis/non-thesis project exam).*

Module designation	*Final Thesis/Non-Thesis Project (KSH1409)*
Study and examination requirements	*The formula evaluates the final thesis/non-thesis project:* *N = (0.35 A + 0.25 B + 0.3 C + 0.1 D) (If the supervisory committee consists of two supervisors) or* *N = (0.6 A + 0.3 C+ 0.1 D) (If the supervisory committee consists of one supervisor)* *Where:* *N (final seminar score) = 35% score from chief supervisor + 25% score from member supervisor + 30% score from examiner + 10% score from chairman of the undergraduate thesis examination (If the supervisory committee consists of two supervisors) or* *N (final seminar score) = 60% score from chief supervisor + 30% score from examiner + 10% score from chairman of the undergraduate thesis examination (If the supervisory committee consists of one supervisor)* *A and B = scores from the chief supervisor and member supervisor, particularly* *C = score from the examiner* *D = score from the chairman of the undergraduate thesis examination* *By score distribution:* 1. *80–100 : if the questions are answered properly and correctly directly and are able to answer questions that are a continuation of the initial question.* 2. *70–79 : if the question is answered properly and correctly directly.* 3. *65–69 : if the questions are answered properly and correctly with the direction of the questioner or other examiner.* 4. *60–64 : if the questions are answered and most of the answers are good and correct.* 5. *55–60 : if the question is answered and a small number of the answers are good and correct.* 6. *< 55 : if the question is answered incorrectly or not answered.* • *The score interval of each Examining Lecturer Team = 0-100* • *Interval of undergraduate final exam scores = A ≥ 80; 75 ≤ AB < 80; 70 ≤ B < 75; 65 ≤ BC < 70; 60 ≤ C < 65* • *Students are declared to have passed the final undergraduate thesis exam if the final score (score x weight) is ≥ 65*
Reading list	1. *Tim Revisi Edisi Ke-4. 2019. Pedoman Penulisan Karya Ilmiah Tugas Akhir Mahasiswa Edisi Ke-4. Bogor, IPB Press.* 2. *Institut Pertanian Bogor. 2019. Peraturan Rektor Institut Pertanian Bogor Nomor 27/IT3/PP/2019 tentang Pedoman Penulisan Karya Ilmiah Tugas Akhir Mahasiswa. Bogor, Institut Pertanian Bogor*