FORS 5175 – Problem Analysis  
Fall 2020

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Office Hours:  
Available all week.  
Room 209  
Available all week for virtual or face to face office meetings. Email according to need or to schedule a meeting or phone call.  
Monday, Wednesday, Friday anytime needed:  
Tuesday 8:30-9:30 am. 12:15 – 1:00 pm.  
Thursday 8:30-9:30 am , 12:15 - 3:00 pm.  
Email for faster reply or to arrange a phone call during office hours or at other times during the week!!!!  
Meetings are sometimes scheduled across these hours beyond my control, particularly on Thursdays. If so, I will return your email/call at the earliest available time.

Catalog Description:

Complete Problem Analysis Project MSRC. Counter project to thesis for non-thesis students. Students must complete 3 hours of credit to satisfy requirement.

Learning Outcomes:  
Students will be able to -

- Participate in a service-learning/professional experience;  
- Apply on-the-job training to an authentic situation;  
- Participate in training, design, research and/or implementation of a project approved by the major advisor;  
- Complete a presentation and end product with the approval of the major professor and committee.

Grading:
As agreed upon by professor and committee. Students successfully participating in the service-learning experience and submitting the criteria set forth by their signature professor will be considered passing. Students must do a formal presentation equivalent to a thesis defense.

Problem Analysis Instructions:

**Problem Analysis Non-Thesis Project**

1. Contact your major professor.
2. Send an introduction email or call your committee members to provide a personal contact with them and let them know you are planning on completing your project this particular semester.
3. Keep in close contact throughout the semester.
4. If you have not already done so, email a rough outline or brief proposal of your potential project to your major professor.
5. Each semester there is a virtual office hour in Research Seminar dedicated to Problem Analysis and Thesis. It is not mandatory, but know that it is available to you, as well as the resources in Research Seminar.

**Expectations:**

1. **Proposal** (approx. 7-13 pages) that includes Introduction (including justification statement and objectives), Literature Review, and Methodology sections.
   The written proposal gives you the practice in writing a research/project proposal that is expected of the abilities of someone with an MS.

   The proposal should be completed very early in the semester if it has not been completed prior to the defending semester. It allows you and your committee to set the parameters of the project, as well as helps us design the project in a way that will meet the rigor expectations of Problem Analysis and the design needs appropriate to the specific project.

2. **Final Product/Final Report.**
   The final product depends upon the nature of the project itself. Because this may be unique to each project, it is so VERY important that you start early and work closely with your major professor and the committee.

   The final product usually consists of a final report on the project and the product of the project. Once again, each project/product is different so the parameters are designed to reflect that difference. Treat the project/product and final report with the utmost professionalism. It is one of the major pieces which will determine your success in the course and potential graduation.
Keep in mind that your committee will need time over the semester to provide input for your project and final report. Do NOT wait until the last minute. If you find you cannot complete the project/report within the semester or your committee feels you have not completed the project to their expectations, you simply register for one additional hour the following semester.

3. **Defense Requirements.**
The defense is an extremely important milestone. It may be scheduled any time during the semester prior to finals when you and your committee feel you are at a point to complete the project within the semester. It takes some coordination to schedule so the earlier you start planning for a particular date, the better.

The defense consists of two components:

   a. **Presentation.** You will prepare a PowerPoint presentation about your project for an approximately thirty minute presentation. Think about the structure of your proposal with the additional Results and Discussion/Recommendation pieces.

      The presentation is a public opportunity so you may have others in the room besides your committee members. You will do the presentation and answer a few questions. The major professor will then excuse the public.

      Your committee will then have the opportunity to ask you questions about your project, particularly about the methodology, analysis, and results.

   b. **Final Product/Final Report.** If you have not already done so, you will need to provide your committee with copies of the Final Report and the Final Product (if appropriate).

      When the committee completes their questioning to the satisfaction of the major professor and all committee members, you will be asked to leave the room for a few minutes while your committee discusses your performance.

4. **Changes.**
Based on your project and products, you may be asked to make some changes in the final reporting.
**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who
disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

PROFESSIONAL AND LEADERSHIP BEHAVIOR: This course is specifically designed to help you become a professional and leader in your field. Readings, activities and assignments are all designed to that purpose. You will be expected to behave as and to be treated as professionals.

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

For Administrative Purposes:

Program Learning Outcomes

1. The student will demonstrate proficiency in research design, relative to their field of study.
2. The student will demonstrate proficiency in the process of reviewing scientific literature pertinent to their field of study.
3. The student will demonstrate proficiency in basic statistical analysis; relative to their field of study.
4. The student will demonstrate preparation to pursue a professional career and/or Ph.D. degree in subject
5. The student will demonstrate competency in oral and written communication skills.
6. The student will demonstrate competency in comprehensive interpretive planning and design of interpretive products.

Please list each course in the program and indicate how it supports the Program Learning Outcomes for the identified program.

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**Definition of Rating Categories:**

1. **N/A** – Not Applicable – course does not support the Program Learning Outcome.
2. **B** – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.
3. **I** – Intermediate – course supports Program Learning Outcome by providing students with topic-specific information, concepts, applications, and lab activities that increase the students’ skills in making tactical implementation decisions relative to the expected outcomes.
4. **A** – Advanced – course supports Program Learning Outcome by providing students with transitional, high level topic-specific information, activities, and opportunities that enable the students to apply their critical thinking and tactical skills to resolved increasingly challenging strategic situations.
5. **M** – Mastery – course supports Program Learning Outcome by providing students with opportunities to independently apply tactical and strategic planning skills to successfully accomplish real-world, non-academic management objectives. Completes students’ preparedness for entry-level professional activity accomplishment.