FORS 5176 – Advanced Forest Policy
Course Syllabus

Instructor
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Office hours
Wednesday and Friday 9:30 am to 12:00 pm or by appointment.
   It is advised that you make an appointment (at least 24 hours before the requested
   appointment time). This will ensure that I can provide you with all the time you need and that
   you have my full attention, free of interruptions.

Class meeting and time
Room 208
Tuesday 9:30 am to 10:45 am
Thursday 9:30 am to 10:45 am

Course Description and Prerequisites
This course will discuss the context, components, and approaches to policy; how policies are
made and the principal players in the policy process; take a closer look at several major
legislations; and discuss several relevant environmental and natural resource-related issues from
a policy perspective.

For this course, there are no prerequisites. However, students should take all Forestry 1000 and
2000 level courses before enrolling in this course. This will ensure that the student has a
comprehensive background in Forestry and derive maximum benefit from this course.

Program Learning Outcomes
The course is designed to address the following Program Learning Outcomes (PLOs), as stated
in the M.S. Program Matrix:
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 in subject.
5. The student will demonstrate competency in oral and written communication skills.
M.S. Forestry Program Learning Outcomes

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N/A – Not Applicable – the course does not support the Program Learning Outcome.
A – Advanced – FORS 5364 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 resolve increasingly challenging strategic situations.

**Learning Objectives**
This course will help students to understand the importance of environmental and natural resource policy, the process involved in policy development, major natural resource regulations, and important current natural resource issues.
- Identify the importance of natural resource policy and understand the process involved in policy development.
- Distinguish between major federal, state, and local contexts of natural resource policies and recognize how these policies govern the management (or lack thereof) of natural resources.
- Develop, interpret, and express ideas effectively through written, oral, and visual communication.
- Be able to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Required textbook**

**Tentative course outline**
Introduction to Natural Resource Policy
Policy and Political Processes
Issues, Agendas, and Policy Formulation
Policy Analysis and Decision Criteria
Policy Implementation and Evaluation
Term paper
Exam 1
Interest groups and the Media
The legislature
The Executive branch
The Judicial branch
Environmental Ethics and Professionalism

2
Public Land Management
Private Land Management
Exam 2
Term Paper Presentation

Guest speakers will discuss several major policies in their expertise.
   Frank B. Shockley (fsshoc70@consolidated.net) – Ethics in Forestry
   Shane Harrington (sharrington@tfs.tamu.edu) – Clean Water Act
   Donna Work (dwork@tfs.tamu.edu) – Endangered Species Act
   Robert Potts (robert.potts@usda.gov) – National Environmental Policy Act
   Fred Cubbage (fredcubbage@yahoo.com) – Hoffman Forest sale case study / Leadership
   Krista “KK” Langley (krista.langley@usda.gov) – Native Americans

Assigned Readings
Students are expected to have read their reading assignments before the class so that students understand the topic better and will enhance their learning experience.

Quizzes
Closed book. Every Tuesday, unless mentioned otherwise.

Exams
Closed book.

Term Paper and Presentation
The term paper is recommended to be related to the student’s research project.

Assignment
This includes writing summaries of manuscript, book chapters, and any other materials provided by the instructor.

Grading Policy
Grading scale
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F less than 60%
*Final grade will be rounded to the nearest whole number.

Items:
Exams (100 points for each exam)
Quizzes (10 points for each quiz)
Term Paper (100 Points)
Term Paper Presentation (50 points)
Graduate assignment (50 points each)
Unexcused attendance and classroom misbehavior will result in negative points. Check attendance policy and acceptable Student Behavior sections.

**Attendance Policy**
Attendance is required. If you will be absent due to reasons excusable by the University, you are required to notify me by email prior to the absences. Use the Dean of Students Office to provide excused absence documentation. Each unexcused absence from lecture following the first one will result in a 2.5% reduction in the final course grade.

Arriving late for class is unacceptable and will be equated with a 1/2 unexcused absence. If you arrive late twice, it will be the same as one unexcused absence.

Excused absence documentation and Make-up work will be accepted for a maximum of 1 week following an excused absence. It is the student’s responsibility to keep track of their attendance and grade items missed due to excused and unexcused absences.

Any missed quiz, exam, or assignment (if not excused) will result in a zero score. If a quiz or assignment is missed due to excused absence, a student can take a make-up quiz or assignment. If an exam is missed due to excused absence, a student will have to take a make-up exam, and the exam format can differ from the original exam. It is the student’s responsibility to communicate with the instructor about missed quizzes, assignments, or exams.

**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 quizzes/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.

**Responsible Use of Technology** - It is expected that all students will only use cell phones, laptop computers, and other technology when appropriate in class. Answering a cell phone, texting, listening to music, or using a laptop computer for matters unrelated to the course and disturbing other students is unprofessional and may be grounds for dismissal from class or other penalties.

**Academic Integrity**
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the
test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Artificial Intelligence (AI) tools should not be used for any assignments.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents  
936.468.7249  
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202  
www.sfasu.edu/humanservices/139.asp  
936.468.1041

The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741