

**UCC/UGC/ECCC**

Proposal for Course Change

|  |
| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to** [**UCC**](http://www4.nau.edu/avpaa/UCCPolicy/FastTrack.docx) **or** [**UGC**](http://www.nau.edu/gradcol/UGC/UGC_FastTrack_Policy&Process.pdf) **Fast Track Policy for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **FOR 415** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| --- | --- | --- | --- |
| 3. College: | CEFNS | 4. Academic Unit: | Forestry |

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| --- | --- |
| 5. Current Student Learning Outcomes of the course.  By the end of the course students will have:   * Developed an understanding of the biology, management, and policy aspects of forests in developing countries. * Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests. * Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development. * Studied the role of women in forest resource management worldwide. * Become familiar with organizations and career opportunities working in international forestry.   At the end of the course students will be able to:   * Discuss the differences and similarities between forests in different regions within the developing world. * Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity. * Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries. * Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S. * Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests. | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*  By the end of the course students will have:   * Developed an understanding of the biology, management, and policy aspects of **global** forests **~~in developing countries~~**. * Acquired an understanding of social, political, economic, and environmental issues as they relate to people from **~~developing countries and how they manage their forests.~~**   **countries across the spectrum of economic development and how they manage their forests.**   * Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development. * Studied the role of women in forest resource management worldwide. * Become familiar with organizations and career opportunities working in international forestry.   At the end of the course students will be able to:   * Discuss the differences and similarities between forests in different regions **~~within the developing~~** **around the** world. * Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity. * Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in **~~developing countries.~~**   **an international setting.**   * Describe the social and cultural context of the forestry enterprise and how it varies **~~between developing countries and the U.S~~**.**around the world.** * Demonstrate an understanding of how international policies and treaties can achieve improved management of **~~developing country~~** **the world´s** forests. |

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| --- | --- |
| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **FOR 415 FORESTRY IN DEVELOPING COUNTRIES (3)**  Description: Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people. Co-convenes with FOR 515. Letter grade only.  Units: 3  Requirement Designation: Global Diversity  Prerequisite: Junior Status | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **FOR 415 INTERNATIONAL FORESTRY ~~IN DEVELOPING COUNTRIES~~ (3)**  Description: **~~Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people.~~** **Ecology, management, and policy issues related to forests around the world, including ecological, political, economic and cultural perspectives** Co-convenes with FOR 515. Letter grade only.  Units: 3  Requirement Designation: Global Diversity  Prerequisite: Junior Status |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**The purpose of the changes are to make the course truly international, provide information for students interested in international forestry outside the developing world, provide a context for understanding both the developed and developing forests by studying them together, and possibly broadening the appeal of the course across campus.**

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| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title:  FORESTRY DEVELOPING COUNTRIES | Proposed short course title (max 30 characters):  **INTERNATIONAL FORESTRY** |
| Current long course title:  FORESTRY IN DEVELOPING COUNTRIES | Proposed long course title (max 100 characters):  **INTERNATIONAL FORESTRY** |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite: | Proposed prerequisite (include rationale in the justification): |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

Yes  No

If yes, describe the impact and include a letter of response from each impacted academic unit.

**BSF/International Forestry and Conservation Certificate**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**This course title name change will not require any related plan changes; plan requirements remain the same.**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies   Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

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| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/15/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**CURRENT SYLLABUS**

**northern arizona university**

**Course Syllabus**

**FOR 415/515: Forestry in Developing Countries**

**Spring 2013**

**General Information:**

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm

Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé

Southwest Forest Science Complex, Room 246C

Office Phone: 523-1463

Email: [Pete.Fule@nau.edu](mailto:Pete.Fule@nau.edu)

Office Hours: By appointment. On most days, I should be available immediately after class.

**Course Description:**

Developing countries hold much of the world´s forests. These forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet’s plant and animal biodiversity. While they are very important, forests in developing countries are also at considerable risk due to factors such as deforestation, forest degradation, and climate change. This course begins with an introduction to the concept of developing countries and to their physical and biological environment. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

**Student Learning Expectations/Outcomes:**

By the end of the course students will have:

* Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
* Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
* Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
* Studied the role of women in forest resource management worldwide.
* Become familiar with organizations and career opportunities working in international forestry.

At the end of the course students will be able to:

* Discuss the differences and similarities between forests in different regions within the developing world.
* Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
* Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
* Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
* Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

**Course Structure:**

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

**Textbooks and Required Materials:**

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

**Discussion Sessions:**

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

**Student Project:**

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Assignment details will be given in a separate document.

**Assessment of Student Learning Outcomes:**

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

* Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
* Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
* Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
* Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

|  |  |  |
| --- | --- | --- |
|  | **FOR 415** | **FOR 515** |
| Mid-Term Exam | 30% | 25% |
| Student Project: |  |  |
| Individual Performance | 30% | 20% |
| Project Leadership |  | 10% |
| Discussion Participation | 10% | 10% |
| Discussion Leadership |  | 10% |
| Final Exam | 30% | 25% |
| **Total** | **100%** | **100%** |

**Course Outline 2013**

**Topics subject to change**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Presenter** |
| 14 Jan | Intro, syllabus, what is a developing country? |  |
| 16 Jan | Physical environment |  |
| 21 Jan | **Holiday: Martin Luther King, Jr. Day** |  |
| 23 Jan | Biological environment |  |
| 28 Jan | Approaches & challenges to forestry |  |
| 30 Jan | Community forestry |  |
| 4 Feb | Agroforestry |  |
| 6 Feb | Discussion #1 (topic: community/agroforestry | Graduate students |
| 11 Feb | Indigenous forest management |  |
| 13 Feb | Case study: Bolivia, Mexico |  |
| 18 Feb | Commercial plantation forestry |  |
| 20 Feb | Case study: Swaziland | Dr. Jim Allen |
| 25 Feb | Gender roles |  |
| 27 Feb | Discussion #2 (topic: gender roles) | Graduate students |
| 4 Mar | Carbon management, REDD |  |
| 6 Mar | Ecotourism |  |
| 11 Mar | **Midterm Exam** |  |
| 13 Mar | Non-market forest products | Dr. Yeon-Su Kim |
| 18-22 Mar | **Spring Break** |  |
| 25 Mar | International development policy & legal issues |  |
| 27 Mar | Discussion #3 (topic: TBA) | Graduate students |
| 1 Apr | Case study: Pacific islands | Dr. Jim Allen |
| 3 Apr | Case study: Ghana | Dr. Mike Wagner |
| 8 Apr | TBA |  |
| 10 Apr | Case study: Honduras | Dr. Erik Neilsen |
| 15 Apr | Student presentations |  |
| 17 Apr | Student presentations |  |
| 22 Apr | Student presentations |  |
| 24 Apr | Peace Corps | Returned PC Volunteers |
| 29 Apr | Case study: Mainpat, India | Amanda Knauf, Emily Fulé |
| 1 May | Discussion #4 (topic: TBA) | Graduate students |
| 6 May | **Final Exam 12:30-2:30** |  |

**General Course and NAU Policies**

**Course Policies:**

***Makeup exams*:** Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

***Attendance*** is expected at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students should notify the instructor in advance of the class session.

***Plagiarism and cheating*** will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

**Northern Arizona University Policy Statements:**

**SAFE ENVIRONMENT POLICY.**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**STUDENTS WITH DISABILITIES.**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

**INSTITUTIONAL REVIEW BOARD.**

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. T he IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

**ACADEMIC INTEGRITY.**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

**CLASSROOM MANAGEMENT STATEMENT.**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

**PROPOSED SYLLABUS:**

**northern arizona university**

**Course Syllabus**

**FOR 415/515: International Forestry/Advanced International Forestry**

**Spring 2014**

**General Information:**

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm

Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé

Southwest Forest Science Complex, Room 246C

Office Phone: 523-1463

Email: [Pete.Fule@nau.edu](mailto:Pete.Fule@nau.edu)

Office Hours: By appointment. On most days, I should be available immediately after class.

**Course Description:**

The world´s forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet’s plant and animal biodiversity. This course examines forests around the world in terms of their biological, social, and economic attributes. Contrasts between industrialized or “developed” nations and “developing” nations provide useful insights into challenges and opportunities for sustaining forests. Forests in developing countries are often at considerable risk due to factors such as deforestation, forest degradation, and climate change, but forest conservation is often also at risk in wealthier nations due to climate change, human pressure, non-native species, and inappropriate management. The course begins with an introduction to the physical and biological environment of global forests. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

**Student Learning Expectations/Outcomes:**

By the end of the course students will have:

* Developed an understanding of the biology, management, and policy aspects of global forests.
* Acquired an understanding of social, political, economic, and environmental issues as they relate to people from countries across the spectrum of economic development and how they manage their forests.
* Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
* Studied the role of women in forest resource management worldwide.
* Become familiar with organizations and career opportunities working in international forestry.
* Demonstrated an ability to lead class discussions of journal articles and to serve as an effective team leader for the student project.

At the end of the course students will be able to:

* Discuss the differences and similarities between forests in different regions around the world.
* Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
* Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in an international setting.
* Describe the social and cultural context of the forestry enterprise and how it varies around the world.
* Demonstrate an understanding of how international policies and treaties can achieve improved management of the world´s forests.

**Course Structure:**

This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

**Textbooks and Required Materials:**

There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

**Discussion Sessions:**

Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

**Student Project:**

Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Graduate students will serve as the team leader and will be responsible for organizing meetings, assigning work, and coordinating the completion of the final report and presentation. Assignment details will be given in a separate document.

**Assessment of Student Learning Outcomes:**

The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

* Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
* Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
* Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
* Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**

There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

|  |  |  |
| --- | --- | --- |
|  | **FOR 415** | **FOR 515** |
| Mid-Term Exam | 30% | 25% |
| Student Project: |  |  |
| Individual Performance | 30% | 20% |
| Project Leadership |  | 10% |
| Discussion Participation | 10% | 10% |
| Discussion Leadership |  | 10% |
| Final Exam | 30% | 25% |
| **Total** | **100%** | **100%** |

**Course Outline 2014**

Highlighted topics are major changes from “Forestry In Developing Countries”

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Presenter** |
| 14 Jan[[1]](#footnote-1) | Intro, syllabus, overview of international forestry |  |
| 16 Jan | Physical environment of global forests |  |
| 21 Jan | **Holiday: Martin Luther King, Jr. Day** |  |
| 23 Jan | Biological environment of global forests |  |
| 28 Jan | Approaches & challenges to forestry: contrasts of “developed” and “developing” nations |  |
| 30 Jan | Community forestry |  |
| 4 Feb | Agroforestry |  |
| 6 Feb | Discussion #1 (topic: community/agroforestry) | Graduate students |
| 11 Feb | Indigenous forest management |  |
| 13 Feb | Case study: Bolivia, Mexico, France |  |
| 18 Feb | Commercial plantation forestry |  |
| 20 Feb | Case study: New Zealand |  |
| 25 Feb | Gender roles |  |
| 27 Feb | Discussion #2 (topic: gender roles) | Graduate students |
| 4 Mar | Carbon management, REDD |  |
| 6 Mar | Ecotourism |  |
| 11 Mar | **Midterm Exam** |  |
| 13 Mar | Non-market forest products |  |
| 18-22 Mar | **Spring Break** |  |
| 25 Mar | International development policy & legal issues |  |
| 27 Mar | Discussion #3 (topic: TBA) | Graduate students |
| 1 Apr | Case study: Pacific islands |  |
| 3 Apr | Investments, tariffs, trade agreements and barriers |  |
| 8 Apr | Case study: International forestry corporations |  |
| 10 Apr | Case study: Honduras |  |
| 15 Apr | Student presentations |  |
| 17 Apr | Student presentations |  |
| 22 Apr | Student presentations |  |
| 24 Apr | Peace Corps |  |
| 29 Apr | Case study: Mainpat, India |  |
| 1 May | Discussion #4 (topic: TBA) | Graduate students |
| 6 May | **Final Exam 12:30-2:30** |  |

**General Course and NAU Policies**

**Course Policies:**

***Makeup exams*:** Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

***Attendance*** is expected at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students should notify the instructor in advance of the class session.

***Plagiarism and cheating*** will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

**Northern Arizona University Policy Statements:**

**SAFE ENVIRONMENT POLICY.**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**STUDENTS WITH DISABILITIES.**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

**INSTITUTIONAL REVIEW BOARD.**

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. T he IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

**ACADEMIC INTEGRITY.** The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

**CLASSROOM MANAGEMENT STATEMENT.** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion

1. Note: calendar dates are not correct. The syllabus will be revised with correct dates the next time the course is offered. [↑](#footnote-ref-1)