



INSTRUCTIONAL PACKAGE

FOR 102

Multiple Use of Forestlands

Effective Term
Fall/2019

INSTRUCTIONAL PACKAGE

DEPARTMENTAL MISSION STATEMENT:

Forestry Management Technology Department & Program Mission Statement

The mission of the Department, the Programs and its faculty is to support the broader College's goals, but also provide a comprehensive silviculturally based environmental education that recognizes the broad multiple uses demanded from the forest environments of South Carolina, the Southeastern United States and the nation.

- We want our graduates to recognize how their daily decisions will have a lasting impact on the social, cultural, economic, and environment fabric of our state, region and country.
- Their natural resource decision making process must be based on the highest professional and ethical standards for the long term protection and promotion of a high demand resource.
- We strive to prepare well trained forest, wildlife and natural resource technicians for both public and private sector employers and promote career opportunities for our graduates.

Part I: Course Information

Effective Term: Fall 2019

COURSE PREFIX: FOR 102

COURSE TITLE: Multiple Uses of Forestlands

CONTACT HOURS: 3 lecture

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to serve to introduce the student to the science of forestry, and to the various and complex demands that are placed on forest managers by different sectors of society.

COURSE DESCRIPTION:

This course studies how the forests serve the multiple purposes of recreation, wildlife, watershed and range, as well as producing timber crops. It examines the relationship between the public and private sectors in achieving these different demands placed on the forest community.

PREREQUISITES/CO-REQUISITES:

COMPASS Reading 80 or ACT English 17 or SAT Critical Reading 420 or ASSET 42 or Credit level RDG 032 Minimum Grade of C* or Credit level RDG 101 Minimum Grade of C or Credit level ENG 100 Minimum Grade of C or Credit level ENG 101 Minimum Grade of C or Credit level ENG 155 Minimum Grade of C, or permission of instructor.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1

Materials Covered: Chapters 1, 2

***Assessment(s):** Classroom activities, Quiz, Unit Test

Learning Outcomes:

1. Explain how forests are important to humans and our development pressures on them.
2. Define a forest community and the successional stages of forests.
3. List common abiotic and biotic disturbances to forests.
4. Explain form/function/stress in trees.
5. Define soil properties and how elements of water and organic matter are utilized/stored.
6. Explain an ecosystem approach to forest management, including landscape, climate and water considerations.

Module #2

Materials Covered: Chapters 3,4

***Assessment(s):** Webinar, Classroom activities, Unit Test

Learning Outcomes:

1. Describe how silviculture is used to create disturbances in the forest.
2. List different forest reproduction methods.
3. Evaluate the concepts of timber value as investments, cash, and trading timber for services.
4. Identify common silvicultural misconceptions.
5. Explain the process from timber inventory to timber sale.

Module #3

Materials Covered: Chapters 5,6

*** Assessments:** Group activity, Quiz Unit Test

Learning Outcomes:

1. Explain the concept of low impact forestry.
2. Describe to protect water resources during harvesting practices.
3. Chart the process to move a tree from where it was grown to a central processing area.
4. Explain why good wildlife management is good forestry.
5. Identify the threat and prevention of invasive exotic species.
6. Identify how forests can support a variety of forest recreation experiences.

Module #4

Materials Covered: Chapters 7, 8

***Assessment(s):** Worksheets, Quiz. Unit Test

Learning Outcomes:

1. Define the role of national, state, and local policies in influencing forest management activities.
2. Identify climate induced changes in forests.
3. Explain forest fragmentation and list the positive and negative effects on the ecosystem.
4. List and explain intergenerational planning methods for forests.

Module #5

Materials Covered: Ethics, Professionals in Natural Resources, Resume, Cover Letter, Interviewing skills

***Assessment(s):** Discussion Board, Quiz. Unit Test

Learning Outcomes:

1. Explain the scope of ethics and why it is important for both individuals and organizations.
2. List and describe the wide variety of jobs available to forestry and natural resource management professionals.
3. Describe the types of skills needed to successfully obtain a particular position in natural resource management.
4. Demonstrate ability to write a resume and interview for a position

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	60%
Assignments	10%
Quizzes	20%
Final Exam	10%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70,

D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC

Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066</p>

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