

CSUS 221
Seminar in Environmental and Sustainability Careers

NOTICE OF PANDEMIC UPDATE and
MODIFICATIONS FOR COURSE LOGISTICS

January 3, 2022

I'm sure all of you are already aware of the notices from the MSU Provost and President about the modified start of the Spring 2022 semester – We will be back online for at least the first three weeks of the semester. From [President Stanley's 12/31/21 message](#):

In the 48 hours since that note went out, a surge in cases has been reported, presumably due to the Omicron variant, with the state of Michigan reaching an all-time high in cases per day.

Given this intense surge in cases, we now feel the best decision for our campus is to start classes primarily remotely on Jan. 10 and for at least the first three weeks of the semester.

The CSUS 221 syllabus and schedule was written based on earlier information that we would be in-person again in Spring 2022. Rather than continuously revising the full syllabus, I am simply asking you to convert (at least temporarily) everything that talks about in-person model in the syllabus to “virtual” circumstances, then be flexible as we move forward. All presenters have been informed of the temporary modifications, and are prepared to present via Zoom, as needed.

The Zoom link for class sessions will be:

Topic: CSUS 221 Spring 2022

Time: Jan 11, 2022 02:00 PM America/Detroit (Note: class starts at 2:40 p.m.)

<https://msu.zoom.us/j/91087860907>

Meeting ID: 910 8786 0907

Passcode: **Careers**

You can get started now on work for the first couple of weeks. See syllabus and templates in D2L. Questions? Let me know. If there is additional information you need, just ask.

BEFORE Class 1	HELLO Sheet	Due by 11:59 p.m. Monday, 1/10/22 (not graded)
Class 1 (1/11)	Course introduction and overview of assignments; Quick small group student introductions Overview of government, private, and non-profit sectors Intro to “Handshake” Tom Braum: MI EGLE (Water Resources Div)	View (before class): “11 of the Fastest Growing Green Jobs” (NGS): https://www.nationalgeographic.com/environment/sustainable-earth/11-of-the-fastest-growing-green-jobs/ (click “view slideshow,” narrative on left, with NGS photos on right); and Fastest Growing Green Jobs (Environmental Careers List): https://content.wisestep.com/fastest-growing-green-jobs/ (Wise Step) https://msu.joinhandshake.com/student_onboardings/new
Class 2 (1/18)	Before Class 2 -----> Dru Montri: Agriculture Food Engagement at Feeding America (Vice President); multiple former job types along career path	Initial Essay Due (by 11:59 p.m. Fri 1/14/22) Speaker highlight: Org Profile—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today

CSUS 221
Seminar in Environmental and Sustainability Careers

Spring 2022

Tuesdays, 2:40–4:00 p.m. (January 11 – March 2, with final paper due March 2)

Learning Facilitator	Dr. Gail Vander Stoep
Office Location	136 Natural Resources Bldg.
Mailbox Location	151 Natural Resources Bldg.
Mailing Address	131 Natural Resources Bldg.
Office Phone Number	517-432-0266
E-mail	vanders1@msu.edu
Course Location	152 Natural Resources Bldg.

Official Paper Size for Printing: US letter (not A4)

Office Hours: TBD and by appointment (e-mail a “heads up” message requesting an appointment—provide several time options); for students with such diverse circumstances, it’s impossible for specific days and hours per week to meet everyone’s needs. Meetings available via Zoom or in-person (your choice, as long as MSU protocols allow).

Last Day to Drop with Refund: Monday, January 24, 2022; **with No Grade Recorded:** Sunday, February 6, 2022

Official Course Communication System: email (MSU address is the official university communication system; D2L uses your MSU address; check your email regularly). I do send some group messages via D2L email.

Course Descriptions:

Catalog:

Illustrate societal value for and student opportunities in environmental and sustainability careers. Connect students with employers and alumni in the field. Provide guidance and resources for career planning.

Expanded:

This course provides Environmental Studies and Sustainability (ESS) majors with critical information and insight in a broad and growing array of environmental and sustainability careers. You will meet professionals in the public, non-profit and for-profit sectors who previously graduated from the ESS, SPRT and related programs and their precursors. Each will share their story – career aspirations, “career pathway” and career steps, continuing education opportunities – and will discuss opportunities for those interested in environmental and sustainability careers. Some presenters are very recent graduates (BS or MS).

The course purpose is to help you focus your interests on a variety of career options early during your Bachelor’s degree program, to help you better select classes, extracurricular and volunteer opportunities, internships and part-time jobs to help you prepare for and build toward your career goals. Particularly important are volunteer and paid experiences. The course will help you grow your professional network, particularly if you make opportunities to interact personally with presenters –during or after their presentations, in-person or with other follow-up channels.

Being on campus with continuing pandemic:

Despite the Fall transition back to campus, the Spring term will continue to be uncertain for everyone, and probably changeable over time (especially post-holiday travel and with the new variants of COVID 19). This will require PATIENCE and FLEXIBILITY by all. Please make decisions in the best interest of others as well as yourself. If special concerns or needs arise for you, contact the instructor ASAP (email, either through D2L or direct, is the best way) and I’ll work with you to figure out a solution.

See separate SAFETY IN THE CLASSROOM document on D2L, same folder as syllabus.

Learning Outcomes:

- 1) Each student will become aware of a range of careers in environmental and sustainability (ES) fields.
- 2) Each student will be able to describe the knowledge, skills and competencies in demand by employers in ES fields in public (government), non-profit and private (for-profit) sectors.
- 3) Each student will begin building a network of ES employers.
- 4) Each student will chart a broad (with some specific actions), flexible plan to reach his/her goals related to ES careers using knowledge gained in this class, other education, and life experiences.

Pandemic Protocols:

For Spring 2022, all students, faculty, staff on campus are required to be vaccinated and boosted (unless having an official exemption), and that to be in campus buildings/classrooms, you must properly wear appropriate masks.

“Appropriate face coverings” must be properly worn – covering both mouth and nose – by everyone (including all faculty, staff, students, vendors, and visitors) while on property owned or governed by MSU and while participating in any indoor MSU-related or MSU-sponsored activities. If someone has a medical condition that prevents them from safely wearing a face covering, they should contact [MSU’s Resource Center for Persons with Disabilities \(RCPD\)](#) to begin the accommodation process. They must receive documents attesting to their exemption from the mask mandate before entering an MSU building without a mask.

Online forms to verify your vaccine or submit an exemption [can be found here](#). Individuals with an approved medical or religious exemption must participate in the [Early Detection Program](#), which will require weekly testing.”

We want everyone to have a positive learning experience, and to be able to interact with each other. We also want to provide a learning environment that accommodates varied needs, levels of risk/comfort, and keeps everyone safe.

If mask-wearing non-compliance becomes an issue, actions will be taken in this order:

- Request to full class to properly wear their masks, without singling out an individual;
- Request specific individual to properly wear their mask, or to leave the classroom and building for the safety of others;
- Dismiss the entire class if anyone remains in non-compliance.

This Class Provides an Opportunity for YOUR Career Exploration:

This course is different from most other courses, in that it presents an opportunity for you to explore a variety of environment- and sustainability-related careers. More importantly, it provides an opportunity for you to interact with professionals working in various sectors and organizations/businesses related to the environment and sustainability. Therefore, it is important that you attend class, think thoughtfully about their experiences and recommendations, then **apply ideas and actions to your own context and professional goals**. Also, it is important to understand the context of the organization or business (regardless of sector) in which they work. Thus, you have two responsibilities for each week/presentation:

- (1) **preparation** (by way of a website search about the speaker’s organization, and filling out an org profile) and
- (2) **reflection** (by way of presentation notes plus a reflective essay about how speaker comments can help you and how you can apply/put into practice specific actions as you explore and develop your own career path).

Each part is to be submitted separately in D2L.

Attendance:

While attendance is not explicitly graded as a separate item, it is important that you participate in each class period – primarily to hear the presenters and learn from their experiences, to be able to build your career-related network, and to be able to write your weekly post-presentation “speaker notes/highlights and personal reflective essay” (which IS graded). Lessons learned may influence your own personal career explanation and path.

If you have a legitimate reason for not being able to participate in a class, please write to the instructor as soon as possible (preferably PRIOR to the start of the class you will miss), explaining the reason for having to miss the class. You still should be able to complete the Organization Profile. And, in cases of legitimate excused absence, I will make the course recording available to you. Thus, direct communication with me in a timely manner is essential.

Each student will have a [name card for their desk](#) for ease of interaction with presenters and each other. Please pick up at beginning of each class, and return at end (alphabetically by first name, on counter in back of room).

HELLO SHEET (not graded): Due on D2L by 11:59 p.m. **Monday, January 10, 2022 (BEFORE first class)**

GRADED ASSIGNMENTS

INITIAL ESSAY (8 points)

Due on D2L by 11:59 p.m. **Friday, January 14, 2022**

Expanding on information you provided on your HELLO sheet, you will describe in an essay of 1.5 to 2 pages (12-point font [Times or Calibri], 1" margins, name/course/date in one row in "header"), in which you describe:

- **Personal Context/Background:** your life experiences, educational background, and interests/hobbies/avocations that led you to choose (or at least explore) an academic major and/or career in the field of environment and sustainability (or current major);
- **Career Goals:** your current career goal(s), providing a rationale for choice(s);
- **Job Responsibilities:** what you *think* (at this time) the job responsibilities will include;
- **Contributions:** contributions you'd like to make to your community through this work; and
- **Benefits:** benefits to you for working in this area.

USE SUB-HEADINGS TO LABEL EACH SECTION OF YOUR PAPER.

WRITTEN WORK FOR EACH PRESENTATION (January 11 - March 1 classes, starting with Montri for a grade [Braun, Day 1 will be an opportunity to "practice" with no grade assigned])

Be sure your name, presentation date, and presenter's name are written on EACH PAGE. Use Word forms provided.

(1) SPEAKER(S)' ORGANIZATION PROFILE(S) (submit via D2L before class, no later than 2:30 p.m.), 2 points each day

After reviewing the relevant website(s) (for one or two organizations), complete the Organization Profile based on website review(s) BEFORE the class; submit via D2L prior to the beginning of the related class period, no later than 2:30 p.m.:

Fill in **speaker name & job title, name of main organization** (and **name of sub-unit**, if relevant), **sector** (public, private, non-profit), **mission, scope of work, job types** within the main organization(s). See template.

See "Preparation for Each Class" on pages 4 & 5 of this syllabus for speaker identities and organization web links.

(2) POST-PRESENTATION SPEAKER NOTES and REFLECTIVE ESSAY (submit to D2L by 11:59 p.m. on the day of the class; if only one presenter and you have time to complete in class, and if you have your computer in class so you can finish course writing before you leave class, submit by 3:59 p.m.), 8 points each day

This post-presentation paper should include (p.1) notes from the presentation(s) and (p.2) your reflections as related to your own career exploration, preparation, and development. This is to be written AFTER the presentation(s) and submitted in D2L no later than 11:59 p.m. on the day of the class. If possible, you may submit before the end of the class period, but this requires that you have your computer with you. (You will be given some time in class to think/write. More time will be available in class on days with one presenter than those with two presenters.) Use provided template so that each of the 2 parts of your paper is labeled.

- 1) Write **presenter notes/key points** (for each presenter, if two; can be written on the same form, with speaker names specified (in narrative or phrase-based bullet points [not just a list of nouns], ~ 250-400 words per speaker), and
- 2) Identify and discuss the most important points from this presentation (across both presenters, if more than one) related to achieving **your career goals** and **WHY/HOW** they will help you in your career exploration, planning and preparation. Also **identify specific steps/actions** you will take to make progress in your own career exploration and preparation (in essay form, ~ 250-300 words).

NOTE: Failure to submit any single assignment can significantly impact your grade. Assignments are not difficult, but they are important to complete to facilitate your own thinking (and are important to your final grade).

FINAL REFLECTIVE ESSAY (12 points)

Due by 11:59 p.m. on Wednesday, March 2

In an essay of 2-3 pages (at least 2 full pages, with 12-point font [Times or Calibri], 1" margins, name/course/date in one row in header), in light of knowledge and insights gained from speaker presentations, website reviews, readings and other resources, and your own self-reflection, you will:

- revise and justify your career goals (based on elements described in your initial essay) and what you now think job responsibilities will include;
- develop a list of specific key steps/actions/opportunities that you plan to include and act on as you move forward to help you explore, pursue, and prepare for your career, based on goal(s) identified; and
- Identify questions you still have about your possible career choice(s).

USE A SUB-HEADING TO LABEL EACH SECTION OF YOUR PAPER.

You may begin writing this before final presentation, but may want to edit/add some ideas based on final speaker.

Writing Essays:

All submitted work (except pre-presentation organization profile form and presenter "notes") should:

- use full sentences,
- be logically written (good flow),
- be proofread and edited, and
- clearly present your thinking.

Justifying comments also are expected. Writing should be useful to you as well as clear to readers.

Bullet Points:

If you choose to use bullet points for speaker notes, be SURE that the bullets actual "say" something. They should be more than a list of nouns. Including verbs in your bullet phrases helps clarify meanings.

Assignments and Point Values:

Initial Essay:	10 points
Speaker highlights (6):	70 points total for each class session: 10 points each (2 pts for page 1 (submitted prior to presentation), 8 points max for presenter notes/reflective essay) X 7 weeks
Final Essay:	20 points
Total:	100 points

Grading Scale:

4.0 = 90-100 points	2.0 = 70-74 points
3.5 =85-89 points	1.5 = 65-69 points
3.0 =80-84 points	1.0 = 60-64 points
2.5 = 75-79 points	0.0 = <60 points

Speaker notes and reflective essays for "missed" presentations may not be submitted; however, you may submit "page 1" if submitted PRIOR to the class for which it is prepared, for 2 points for that day.

Preparation for Each Class (for Organization Web Research and written Organization Profile Assignment)

Review the website(s) for each presenter's main organization (see links on next page). Pay particular attention to sector (private, non-profit, or public), mission, scope of work, and types of job positions.

Complete the Organization Profile sheet and submit, via D2L, no later than 2:30 p.m. on the day of the respective class/presentation.

Completing/submitting this form fully completed and on time is worth 2 of the 10 points for the day's presentation(s).

Class 1 (1/11)	MI EGLE – Water Resources Division	EGLE: https://www.michigan.gov/egle/ Water Resources Div: https://www.michigan.gov/egle/0,9429,7-135-3306_28610---,00.html NPDES: https://www.michigan.gov/egle/0,9429,7-135-3313_71618_3682_3713---,00.html
Class 2 (1/18)	Agriculture Food Engagement at Feeding America	https://www.feedingamerica.org/
Class 3 (1/25)	MI DNR – Parks and Recreation Division (2 people in same agency, two different positions)	https://www.michigan.gov/dnr/ https://www.michigan.gov/dnr/0,4570,7-350-79136_79240---,00.html https://www.michigan.gov/dnr/0,4570,7-350-79137_79765_84005_84000---,00.html
Class 4 (2/1)	MI DNR – Nonmotorized Trails Program (state-level park & recreation services) City of Farmington Hills Special Services (community-based park & recreation services)	https://www.michigan.gov/dnr/ https://www.michigan.gov/dnr/0,4570,7-350-79133_79206---,00.html https://fhgov.com/Government/Departments-Divisions/Special-Services-(Parks-Recreation).aspx
Class 5 (2/8)	GEI Consultants	https://www.geiconsultants.com/
Class 6 (2/15)	Clinton County Conservation District, CTAI (Conservation Technical Assistance Initiative) MI Legislative Services Bureau	CCCD: https://www.clintonconservation.org/ and CTAI: MDARD - Conservation Technical Assistance Initiative (CTAI) (michigan.gov) https://council.legislature.mi.gov/CouncilAdministrator/lsb
Class 7 (2/22)	MI EGLE – Community Programs (focus on energy) TC Energy	EGLE: https://www.michigan.gov/egle/ Community Energy: https://www.michigan.gov/climateandenergy/0,4580,7-364-85453_98214---,00.html Catalyst Communities: https://www.michigan.gov/climateandenergy/0,4580,7-364-98206_102852---,00.html https://www.tcenergy.com/
Class 8 (3/1)	MI Trails and Greenway Alliance Michigan Trails Advisory Council	https://michigantrails.org/ https://www.michigan.gov/dnr/0,4570,7-350-79137_79763_79907---,00.html
Final Paper (3/2) Due by 11:59pm <i>Reflect on all the presentations and your own thinking and additional exploration over the first half of this semester.</i>		

During Class Participation: Take advantage of interacting with presenters and asking questions. This seminar is designed to be useful to YOU, and presenters are freely sharing their experiences and helpful suggestions.

NOTE: Presenters are voluntarily donating their time, insights, and experiences with you, so your actions (by attendance, interaction, and adhering to safety protocols) are indicators of your thanks and respect.

Depending on whether you are Zooming in or participating in person, your mode of participating and asking questions will differ. For in-person, simply raise your hand or respond (based on individual speaker’s guidelines). For Zooming, use chat to ask questions during a presentation, and use “raise hand” function (or call out, if we cannot see your raised hand icon) during Question/Answer period.

CSUS 221 COURSE CALENDAR SPRING 2022

Presenters and Assignments

Date	Topic and Speaker	Assignment(s) Due
BEFORE Class 1	HELLO Sheet	Due by 11:59 p.m. Monday, 1/10/22 (not graded)
Class 1 (1/11)	Course introduction and overview of assignments; Quick small group student introductions Overview of government, private, and non-profit sectors Intro to “Handshake” Tom Braum: MI EGLE (Water Resources Div)	View (before class): “11 of the Fastest Growing Green Jobs” (NGS): https://www.nationalgeographic.com/environment/sustainable-earth/11-of-the-fastest-growing-green-jobs/ (click “view slideshow,” narrative on left, with NGS photos on right): and Fastest Growing Green Jobs (Environmental Careers List): https://content.wisestep.com/fastest-growing-green-jobs/ (Wise Step) https://msu.joinhandshake.com/student_onboardings/new
Class 2 (1/18)	Before Class 2 -----> Dru Montri: Agriculture Food Engagement at Feeding America (Vice President); multiple former job types along career path	Initial Essay Due (by 11:59 p.m. Fri 1/14/22) Speaker highlight: Org Profile—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 3 (1/25)	Kali Maisano: MI DNR, Parks and Recreation Division (Park Ranger) AND Alexis Hermiz, MI DNR (Diversity, Equity and Inclusion Officer)	Speaker highlights: Org Profiles—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 4 (2/1)	Dakota Hewlett: MI DNR (Nonmotorized Trails Grants Coordinator, state level) AND Hannah Fogarty: City of Farmington Hills Special Services (Recreation Specialist)	Speaker highlights: Org Profiles—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 5 (2/8)	Ryan Holem: GEI Consultants (Biologist/ Toxicologist)	Speaker highlight: Org Profile—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 6 (2/15)	Adelyn Geissel: Clinton Conservation District (CTAI Program Assistant); AND Anna Lee: MI Legislative Service Bureau (Research Analyst)	Speaker highlights: Org Profiles—submit to D2L before 2:30 today Notes/Essays—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 7 (2/22)	Jessica Crawford: MI EGLE, (Community Programs Coordinator; energy background) AND Lisa Fishbeck: TC Energy (Environmental Analyst, compliance issues)	Speaker highlights: Org Profiles—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Class 8 (3/1)	Bob Wilson: Diverse career path: Current: Instructor Environmental law policymaking, WMU and MSU, 1999-present Michigan Senate, Senior Counsel, 1989-2017 MI Trails & Greenways Alliance Exec. Director, 2017-20 Michigan Trails Advisory Council, chairman, 2019-present	Speaker highlight: Org Profile—submit to D2L before 2:30 today Notes/Essay—write in class/submit in D2L (if you have a computer with you) or by 11:59 p.m. today
Final Paper		Final Essay Due (by 11:59 pm, Wed, March 2)

If you rely on MSU’s infrastructure for Internet access. Should your access to campus be restricted, it is possible that some of you may have limited internet connectivity or be reliant on cellular networks for internet access. Here are two sites to help find accessible WiFi hotspots:

- [Connected Nation Wifi Hotspots](#)
- [Eduroam](#)

MISCELLANEOUS

Academic Integrity

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Community Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Academic Honesty: Academic Integrity, Copyright Infringement and the Use of MSUnet

As an academic community, we value the exchange of ideas and respect the intellectual work and property of others. Consistent with these values, we do not condone plagiarism or copyright infringement – the unlawful use of copyrighted works, including their illegal copying and distribution.

All Michigan State University students, faculty, staff, and other users of MSU's computing systems and digital network are expected to abide by the copyright laws of the United States. Using file sharing software and other means to copy and trade copyrighted music, movies, and videos without the approval of the owners of those copyrights is almost always illegal, and so is the unauthorized copying or distribution of copyrighted software. Users of MSU's computing systems and digital network bear individual responsibility for their use of these resources. This means that users may have personal civil liability for any damages that result from copyright infringement actions brought against them. Copyright infringement also may lead to criminal charges against the infringer.

Various industries are aggressive in their detection and pursuit of individuals they believe are infringing copyrights, including seeking monetary damages in lawsuits against these individuals. MSU complies with the DMCA, and cooperates with copyright owners and their agents who file complaints alleging copyright infringement against users of MSU's computing systems and digital network. MSU's DMCA-related policies and procedures may be found at <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/copyright-notice>

The University may terminate the network access privileges of users who are infringers. The University also regularly refers student repeat infringers to the University student judiciary system, which has resulted in penalties up to and including suspension. Similarly, the University may refer employees who are infringers to their supervisors or unit managers for disciplinary action.

The MSU community has a collective interest in protecting legitimate uses of file-sharing programs and of copyrighted materials, as well as in protecting the security of our shared digital network. We thank you for your attention to the appropriate use of computing resources at Michigan State University. More information regarding the acceptable use of MSU computing services may be found at <http://splife.studentlife.msu.edu/regulations/selected/acceptable-use-of-computing-systems-software-and-the-university-digital-network-administrative-ruling>

From *Spartan Life OnLine*:

1.0 Protection of Scholarship and Grades:

The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades. From: <http://splife.studentlife.msu.edu/regulations/general-student-regulations> No student shall:

- 1.01 claim or submit the academic work of another as one's own.
- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 1.06 fabricate or falsify data or results.

Violations will not be tolerated. Any student in this class found to be in violation of University academic honesty regulations automatically will receive, at a minimum, a failing grade on the assignment, project, or in the course.

For details about MSU's academic honesty policies and appeal procedures, consult web pages on Academic Freedom for Students at MSU and Rights and Responsibilities, accessible via the MSU Spartan Life OnLine web site:

<http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades>

Protecting Yourself:

You will be given syllabus/assignment sheet **once**. After that, access them via D2L.

Also, it's a good idea to keep a digital or photocopy of every assignment you submit – in case of accidental loss, loading problem, or miscommunication. This helps protect you and your work. Keep ALL your work until **after** you receive your final grade report. (You might also want to keep them for your own personal career planning.)

Typing of Assignments:

All essay assignments (not on forms) should be typed (1.5 or double-spaced). This gives you a back-up copy of your work. REPEAT: KEEP A COPY OF ANY WORK THAT YOU TURN IN until after you have received your final grade). Yes, they should be on D2L . . . but sometimes systems fail, or you submit in the wrong place. Identify your documents:

- **In the doc itself:** (for initial/final essays) identification blocks (your name, course, assignment name/label, date in one line in the header), titles/section sub-titles throughout the paper, and
- **File name:** (ALL files) identifiable digital file names: **LastName--Assmt Label, Week #--CSUS221**
- **Templates:** Use templates for weekly organization profiles and post-presentation notes/essays.

Cell Phones, Smart Phones, Tablets, Recording Devices, and Computers in Class:

GENERAL: Computers, smart phones, and tablets are allowed in class for taking class notes and for writing your post-class paper. If used for non-class activities, first you will be asked to shut them off. For subsequent inappropriate use, you will be asked to move outside the classroom to “do your business” so you do not interrupt presenters or peers. If use persists, your digital device will be taken and returned when time to write your post-presentation essay. (In this case, you should continue taking notes by hand.)

DETAILS

Cell Phones & Smart Phones:

Cell phones should be turned off while in class. If you have a specific “emergency” circumstance that requires you be “on alert,” with a cell phone turned on, please talk with the learning facilitator (GVS) ahead of class time.

Personal Recording Devices – and Recording of Zoom Sessions:

If you have a special request to use a recording device, discuss ahead of time with the learning facilitator (GVS) and guest presenter(s). We want to assist those with language or hearing challenges, but also respect the rights of other students to discuss freely within the class. Note that Zoom sessions will be recorded.

Laptop Computers & iPads:

Either may be used in class, but **only** for taking notes or writing your post-presentation essay. They should **not** be used to check email, send text messages, do other work, play games, check Facebook or other social media, surf the web, or any other activity not relevant to the course. Active participation in Q/A discussion with the presenters is critical to the course’s success and your own learning.

If you have a family or other ongoing emergency, or other critical need to receive calls, inform learning facilitator (GVS) that you have a specific need for receiving a text or phone call during a specific class period. Otherwise, you should not respond to phone calls or texts during class. Respect your classmates.

Respect for Presenters:

Please be respectful of the presenters, as they are giving freely of their time to share their experiences and insights with you. Arrive at class or be connected via Zoom on time, have pre-class organization profile submitted, and engage actively with the presenters. Also remember that you may choose to talk individually with presenters at the end of class, while others are writing their papers.

RVSM: Confidentiality and Mandatory Reporting:

As are all MSU faculty and instructors, GVS is a mandatory reporter in helping make MSU a safe campus.

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at <https://civilrights.msu.edu/policies/relationship-violence-and-sexual-misconduct-and-title-ix-policy.html>.

Limits to Confidentiality

Assignments submitted for this class generally are considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with MSU’s Counseling Center.

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please submit via email, or present this form to the instructor no later than the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observances: Michigan State University is committed to respecting people of all religions. In this spirit, if you have a religious holiday that is in conflict with class during the semester, please let the learning facilitator (GVS) know at the beginning of the semester (on the Hello form) so appropriate plans for missed coursework and/or assignments can be made.

ADDITIONAL CAREER-RELATED COURSES IN CSUS

CSUS 273 (Intro to Tourism) and **CSUS 276** (Sustaining Our National Parks and Recreation Lands), while they are survey courses rather than career exploration courses, also incorporate some career information into the broad overviews of the fields of park, recreation, land management and tourism. If you envision your career involving parks, outdoor recreation, environmental education/interpretation or the tourism industry, I strongly recommend these courses.

You might also consider the Sustainable Parks, Recreation and Tourism major as a second major. Often ESS majors can double major in SPRT without extra time in school and within the 120-credit framework. Some of our presenters represent jobs in this area.