

**Department of  
Community Sustainability**

**CSUS 278 SS 2022 (Final 1/10/22)**

**Introduction to Conservation, Recreation and Environmental Enforcement**

**Instructor**

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**Office Hours**

10:00AM – Noon Wednesday by email  
Other times by Appointment

**Class Time and Location**

Spring 20221 (1/10 /22 - 2/11/22)  
3:00–4:20PM Monday and Wednesday Synchronous  
On-line

**Catalog Description**

Scope, history and application of conservation, recreation and environmental law enforcement at the international, federal, state and local level. Integration with traditional policing, resource management and public lands. Career opportunities.

**Introduction**

The protection of people, resources and property in natural resource settings is a critical function of government in the provision of sustainable fish and wildlife populations, clean air and water, the protection of rare, threatened and endangered species and opportunities for enjoyment of the outdoors. It involves the full range of law enforcement actions performed in more traditional policing as well as some unique elements of practice not encountered in other aspects of law enforcement. This course provides students with an introduction to the historical antecedents and breadth of conservation, recreation and environmental enforcement (CREE). This is done initially through an overview of the field, its historic roots, integration with other aspects of resource, facility and people management in outdoor settings and a review of the commonalities and distinctions with more traditional policing. Following this introduction, students will learn from visiting professionals, many of them MSU alumnus, representing selected state and federal agencies actively engaged in CREE. Presentations will focus on the agency they represent and the role of CREE in the organization, key issues in enforcement and paths to CREE positions within the organization. Students will also investigate a potential CREE employer, discuss their career goals and how this organization figures into those goals.

**Student Learning Objectives**

1. The student will understand the historical antecedents of CREE.
2. The student will understand the relationship of CREE to traditional policing.
3. The student will understand the rationale for CREE in natural resource settings.
4. The student will understand the scope of regulations enforced by CREE officers.

5. The student will understand roles of CREE personnel beyond regulatory enforcement.
6. The student will understand the differences and similarities among selected federal and state organizations in their use of CREE through interaction with CREE professionals.
7. The student will understand the range of perspectives citizens have regarding CREE functions at the national and state level.
8. The student will identify how CREE links to their career goals and potential paths forward to reach those career goals that involve CREE.

**Text**

There is no text. Websites are suggested for each state and federal governmental agency.

**Speaker Highlights**

For each guest speaker, student will write a speaker highlights paper of 100-200 words that notes the speaker name, title and agency and details the key remarks/insights provided. This includes the most important point to you and why it was most important. The paper for each speaker will be worth up to 10 points and is due by 11:59PM of the day of the presentation on D2L.

**CREE Organization and Career Paper**

In a paper of 400-600 words due Thursday February 10 on D2L by 11:59PM, answer the following questions regarding an organization that has CREE functions **and** one which is a potential employer for you. It does not need to be one of those who presented to class, but it certainly may be one of those as you have received outstanding information regarding such.

1. Name and characterize the organization.
  - A. Is it solely or primarily a regulatory organization or is it a proprietary organization with some regulatory authority?
  - B. Discuss the organization in its entirety, not just as it relates to CREE. This may include land ownership, primary management responsibilities and clientele.
2. What is the mission statement of the organization as a whole? If none, explain.
3. What is the mission statement of the enforcement portion of the organization if not solely a regulatory organization? If none, explain.
4. Describe the organization’s key CREE tasks/actions. These may go beyond traditional law enforcement tasks and include education, resource management, etc.
5. List and discuss **your** career goals and how CREE is involved in those goals and how this organization figures into those goals. Discuss your plan to achieve those career goals.

**Course Evaluation**

	Possible Points	Percentage of Grade
Speaker Highlights	70	60%
Paper	30	40%
<b>Total</b>	<b>100</b>	<b>100%</b>

All grading will be on a straight scale with:

Grade	=	Point Range
4.0	=	90 points or more
3.5	=	85-89 points

3.0	=	80-84 points
2.5	=	75-79 points
2.0	=	70-74 points
1.5	=	65-69 points
1.0	=	60-64 points
0.0	=	Less than 60

### Class Calendar

Day/Date	Topic	Websites
M 1/10	Overview of CREE, class introductions and Philosophy of Recreation Law Enforcement	Powerpoint
W 1/12	North American Model of Conservation	Powerpoint
M 1/17	No class – Martin Luther King Jr. Day	
W 1/19	Recreation and Conservation Enforcement: MI DNR Parks and Recreation Division with Guest Speaker Jason Fleming, Chief Resource Protection and Promotion ( <i>confirmed</i> )	<a href="http://www.michigan.gov/dnr/0,4570,7-153-10366_11866-330624--.00.html#PARKRECRANGER">http://www.michigan.gov/dnr/0,4570,7-153-10366_11866-330624--.00.html#PARKRECRANGER</a>
M 1/24	Environmental Enforcement: EPA Office of Enforcement and Compliance with Guest Speaker Rich Porter, CID Resident Agent-in-Charge, Detroit ( <i>confirmed</i> )	<a href="http://www.epa.gov/careers/">http://www.epa.gov/careers/</a>
W 1/26	Recreation and Conservation Enforcement: National Park Service with Guest Speaker Richard Eshenaur, Chief Ranger, Indiana Dunes National Park ( <i>confirmed</i> )	<a href="http://www.nps.gov/aboutus/workwithus.htm">http://www.nps.gov/aboutus/workwithus.htm</a>
M 1/31	Environmental Enforcement: MI DEGLE/DNR with First Lt. Vence Woods ( <i>confirmed</i> )	<a href="http://www.michigan.gov/deq/0,4561,7-135-3306_31127---.00.html">http://www.michigan.gov/deq/0,4561,7-135-3306_31127---.00.html</a>
W 2/2	Conservation and Recreation Enforcement: US Fish and Wildlife Service with Guest Speaker Special Agent Doug Ault ( <i>confirmed</i> )	<a href="http://www.fws.gov/humancapital/">http://www.fws.gov/humancapital/</a>
M 2/7	Conservation and Recreation Enforcement: Michigan DNR Conservation Officers with Asst. Chief David Shaw ( <i>confirmed</i> )	<a href="http://www.michigan.gov/dnr/0,4570,7-153-42199-236857--.00.html">http://www.michigan.gov/dnr/0,4570,7-153-42199-236857--.00.html</a>
W 2/9	Visit with a Recent CSUS 278 Alum Guest Speaker Warden Andy Burton, Montana Fish, Wildlife and Parks ( <i>confirmed</i> )	<a href="https://fwp.mt.gov/aboutfwp/enforcement/protecting-the-last-best-place">https://fwp.mt.gov/aboutfwp/enforcement/protecting-the-last-best-place</a>
R 2/10	<b>Paper Due on D2L by 11:59PM</b>	

### 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.