

CSUS 278
Introduction to Conservation, Recreation and Environmental Enforcement

Instructor

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Office Hours

10:00AM – Noon Wednesday
Other times by Appointment

Class Time and Location

Fall 2015 (9/2-10/12)
3:00–4:20 PM Mon. & Wed.
019 Natural Resources

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 as a whole, 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

All readings are on-line and noted by week on class calendar.

Exam

There will be one exam during the course of this semester. It will include a mixture of multiple choice, matching, and true/false questions. **There will be no opportunity for extra credit other than those the instructor provides to all students on the exam.** No one will be excused from taking the exam at the time scheduled without PRIOR permission of the instructor. If you attempt to contact me and I am not available, it is your responsibility to leave an email message or a phone message with a way to contact you. The instructor's notes, videos and handout materials will not be posted on the internet. **BE IN CLASS!**

Speaker Highlights

For each guest speaker, student will hand write an in-class speaker highlights paper of 1 page that details the key remarks and insights provided by each guest speaker, including the most important point for the student during the presentation. The paper for each speaker will be worth up to 7 points.

CREE Organization and Career Paper

In a paper of 4-6 pages, answer the following questions regarding an organization that has CREE positions and one for which you would like to work in a professional capacity.

1. Characterize the organization. Is it solely a regulatory organization? Is it primarily a regulatory organization or is it proprietary organization with some regulatory authority? If it is not solely a regulatory organization, be sure to 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 and paraphrase a mission statement.
3. What is the mission statement of the enforcement portion of the organization if not solely a regulatory organization? If none, explain and paraphrase an enforcement mission.
4. How many permanent employees of the organization? How many seasonal employees of the organization?
5. How many CREE employees of the organization (often some portion of total employees)

- both permanent and seasonal?
6. Describe the range of key CREE tasks/actions. These may go beyond traditional enforcement tasks and include education, resource management, etc.
 7. Describe the funding source(s) for the organization and its CREE functions.
 8. Discuss your career goals and how CREE and this organization figure into those goals.

Course Evaluation

	Possible Points	Percentage of Grade
Exam	68	34.0%
Speaker Highlights	42	21.0%
Paper	90	45.0%
Total	200	100.0%

All grading will be on a straight scale with:

%	Grade		Point Range
93% or more	= 4.0	=	186 or more points
88% - 92%	= 3.5	=	176 - 185 points
83% - 87%	= 3.0	=	166 - 175 points
78% - 82%	= 2.5	=	156 - 165 points
73% - 77%	= 2.0	=	146 - 155 points
68% - 72%	= 1.5	=	136 - 145 points
60% - 67%	= 1.0	=	120 - 135 points
Less than 60%	= 0.0	=	Less than 120 pts.

Class Calendar

Day/Date	Topic	Readings and <i>In Class Video</i>
W 9/2	Overview CSUS 278; Overview of CREE; MSU CREE Minor; Student introductions including majors, career goals and their relationship to CREE	Handouts relating to CREE
M 9/7	Labor Day Holiday	
W 9/9	Historical antecedents of CREE: Conservation and Preservation and Discussion of State of Environment Today	<i>Portions of The National Parks: America's Best Idea</i>
M 9/14	Overview of current CREE system at international, federal, state and local level and US Army Corps of Engineers Visitor Assistance Program	http://www.usace.army.mil/Careers.aspx
W 9/16	Exam	

Day/Date	Topic	Readings and <i>In Class Video</i>
M 9/21	Environmental Enforcement: EPA Office of Enforcement and Compliance with Guest Speaker Special Agent Richard Porter	http://www.epa.gov/careers/
W 9/23	Environmental Enforcement: MI DEQ with Guest Speaker Lt. Vencent Woods	http://www.michigan.gov/deq/0,4561,7-135-3306_31127---,00.html
M 9/28	Conservation and Recreation Enforcement: US Fish and Wildlife Service with Guest Speaker Special Agent Ken Adams	http://www.fws.gov/humancapital/
W 9/30	Conservation and Recreation Enforcement: Michigan DNR Conservation Officers with Guest Speaker Assistant Law Enforcement Chief Dean Molnar	http://www.michigan.gov/dnr/0,4570,7-153-42199-236857--,00.html
M 10/5	Recreation and Conservation Enforcement: National Park Service with Guest Speaker Ranger Patrick Schad, Sleeping Bear Dunes National Lakeshore	http://www.nps.gov/aboutus/workwithus.htm
W 10/7	Recreation and Conservation Enforcement: MI DNR Parks and Recreation Officers with Guest Speaker Doug Rich, Legal Policy Analyst Paper Due	http://www.michigan.gov/dnr/0,4570,7-153-10366_11866-330624--,00.html#PARKRECRANGER
M 10/12	Challenges and Opportunities in the Future for CREE	

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.