**About the**

**Department of Community, Agriculture, Recreation and Resource Studies (CARRS)**

The CARRS department is an Interdisciplinary department that offers programs leading to the Bachelor of Science. The department’s purpose is to educate scholars and practitioners who are trained to address current and future challenges across interrelated issues in natural resources, recreation, agriculture and communities.

The department’s multidisciplinary faculty is committed to scholarly programs in four crosscutting areas:

* Natural resources and the environment
* Education, communication and leadership
* Community, food and agriculture
* Recreation and Tourism

The department offers credit and non-credit courses, both on and off campus. Workshops, virtual courses, study abroad programs, and seminars are conducted to provide professional development opportunities

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**Undergraduate Academic Advising**

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| Department of CARRS has one Academic Advisors and one support staff member available to meet with students on a walk-in basis or take phone calls for quick questions. Students should schedule an appointment to meet with an Advisor for curriculum planning and all other issues.The Academic Advisor can assist students by providing a variety of services: * Curriculum and schedule planning, add/drops
* Monitoring academic progress toward graduation
* Providing information on University, College, and Departmental policies, procedures, resources, and opportunities
* Integrative Studies, Transfer Credits, Scholarships, Internship Credits, Overseas Studies, Student Clubs, Learning Resources, Careers
* Providing advising and resources for academic difficulty issues
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| Academic Advisor

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 Fax: (517) 432- 3597

**UNIVERSITY GRADUATION REQUIREMENTS**

**PLEASE NOTE: Knowing about and completing degree requirements is the student's**

**Responsibility**! The Academic Programs catalog includes information for which the student

is responsible. This handbook is intended to supplement, and not replace, these sources of

information.

To be recommended for a bachelor’s degree, a student must:

1. Complete one year's work, normally the year of graduation, earning at least 30

credits in courses given by Michigan State University. A senior who has earned

sufficient credits from this University and met the minimum requirements as

stated below, through prior arrangement with the associate dean of the college and

the registrar, may be permitted to transfer not to exceed 10 of the last 30 credits

from an accredited four–year college or university.

2. Earn at least 27 credits on the East Lansing campus after reaching junior standing.

3. Complete at least 20 credits at Michigan State University while enrolled in the

major in the college in which the degree is to be earned.

4. Remove any deficiencies identified by MSU placement test scores, as described in

the Academic Placement Tests and Remedial-Developmental-Preparatory Courses

sections of the Academic Programs guide.

5. Complete the University mathematics requirement.

6. Complete the University writing requirement.

7. Complete the University Integrative Studies requirement.

8. Complete satisfactorily an approved program of study in a college.

9. Complete a minimum of 120 credits1 with at least a 2.00 grade-point average.

1 Remedial-developmental-preparatory courses **do not** count toward the 120 credits required for

graduation.

**ENVIRONMENTAL STUDIES AND AGRISCIENCE (ESA) DEGREE REQUIREMENTS**

(Revised May 2008)

**UNIVERSITY REQUIREMENTS**: See **MSU Academic Programs** catalog

(<http://www.reg.msu.edu/UCC/AcademicPrograms.asp>)

 Minimum number of credits required: 120 credits1

 Minimum cumulative grade point average: 2.00

**WRITING REQUIREMENT**:

• Tier I: WRA 110 – 195H (4 cr.)

• Tier II: Satisfied by completing ESA 401or ESA 413 or ESA 420

**INTEGRATIVE STUDIES REQUIREMENT**: (24 cr.)

• **Arts & Humanities** (8 cr.)

♦ (A) complete one IAH course numbered below 211 (4 cr.)

♦ (B) complete one IAH course numbered 211 or higher (4 cr.).

• **Social Science** (8 cr.)

♦ complete one 200-level ISS course (4 cr.)

♦ complete one 300-level ISS course (4 cr.).

• **Biological & Physical Sciences** (8 cr.) [alternative track]

♦ Satisfied by completing BS 110 (4 cr.), CEM 141 (4 cr.) and ZOL 355L (1 cr.).

• **Diversity**

♦ Must complete at least one “N” or “I” diversity designated course as part of the

Integrative Studies program.

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES REQUIREMENTS:**

• Complete MTH 103 (College Algebra - 3 cr.) and 114 (Trigonometry - 3 cr.) OR MTH

116 (College Algebra and Trigonometry - 5 cr.). Also satisfied by placing into a

calculus course (MTH 124 or MTH 132) based on a MSU math placement test.

• EC 201 or EC 202 - Introduction to Micro or Macro Economics (3 cr.)

1 Remedial-developmental-preparatory courses **do not** count toward the 120 credits required for graduation.

**ESA MAJOR REQUIREMENTS:**

**CORE COURSES**: **Complete ALL of the following courses**: **(16 credits)**

♦ ACR 202 Problem Solving in Community, Agriculture, and Environmental Systems 3

♦ ACR 205 Agriculture and Natural Resources Communication Theory and Practice 3

♦ ACR 492 Senior Seminar 1

♦ ESA 200 Introduction to Environmental Studies and Agriscience 3

♦ ESA 312 Principles of Leadership for Environmental and Agriscience Professionals 3

♦ ZOL 355 Ecology 3

• **One of the following courses (3 credits)**

♦ ESA 401 Communications Campaigns for Agricultural and Environmental Issues (W) 3

♦ ESA 413 Grant Writing and Fund Development (W) 3

♦ ESA 420 Risk and Decision Science for Environmental and Natural Res. Mgt. (W) 3

• **One of the following courses (3 or 4 credits)**

♦ STT 200 Statistical Methods 3

♦ STT 201 Statistical Methods 4

♦ STT 224 Introduction to Probability and Statistics for Ecologists 3

♦ PSY 295 Data Analysis in Psychological Research 3

♦ COM 200 Methods in Communication Inquiry 4

• **One of the following courses** **(3 or 4 credits)**

♦ CSS 210 Fundamentals of Soil Science 3

♦ GLG The Dynamic Earth 4

 • **One of the following courses (3 credits)**

♦ ABM 100 Decision-making in Agri-Food Systems 3

 ♦ ABM 130 Farm Management 1 3

 ♦ EEP Ecological Economics 3

• **One of the following courses (3or 4 credits)**

♦ ANS 110 Introductory Animal Agriculture 4

♦ FW 101 Fundamentals of Fisheries and Wildlife Ecology and Management 3

♦ ZOL 313 Animal Behavior 3

• **One of the following courses (3 credits)**

♦ CSS 101 Introduction to Crop Science 3

♦ FOR 202 Introduction to Forestry 3

♦ FOR 204 Forest Vegetation 3

♦ HRT 203 Principles of Horticulture 1 3

♦ PLB 105 Plant Biology 3

• **One of the following courses (3 credits)**

♦ ESA 475 Agriscience and Natural Resources Study Abroad 3

♦ ESA 480 Environmental Studies Abroad 3

♦ ESA 493 Professional Internship 3

**CANR or Approved Science Courses at 300 level or above 6**

**Professional Concentration 19-24**

**Communication Concentration**

Students who select the Communication concentration will be prepared for careers in agricultural, natural resource, and /or environmental journalism, public relations, advertising, or marketing communications. Professionals combine agriculture, natural resource and environmental subject-matter knowledge with skills in writing, speaking, layout and design, and information management. Colleges, advertising and public relations agencies, trade associations, government agencies, extensions services, and corporations need professionals who can work in this field. Success in these organizations may lead to positions as editors, advertising account supervisors, public relations directors, and marketing communications managers.

**Requirements for the Communication Concentration**

• **One of the following courses (3 - 4 credits)**

♦ JRN 200 News Writing and Reporting 1 4

♦ JRN 205 Writing for Media 3

• **One of the following courses (3 credits)**

♦ WRA 320 Technical Writing 3

♦ WRA 341 Writing Nature and the Nature of Writing 3

• **Four of the following courses (12-13 credits)**

♦ ESA 412 Special Topics in Leadership and Education 3

♦ ESA 420 Risk and Decision Science of Environmental and Natural Res. Management (W) 3

♦ PRR 451 Interpretation and Visitor Information Systems 3

♦ WRA 210 Introduction to Web Authoring 3

♦ COM 240 Introduction to Organizational Communication 4

♦ COM 275 Effects of Mass Communication 3

♦ COM 325 Interpersonal Influence and Conflict 3

♦ FIM 424 Information and Market Intelligence in the Agri-Food Industry 3

♦ TSM Information Technology in Agricultural Systems 3

**Community Engagement and Education Concentration**

Students who select the community Engagement and Education concentration will develop and conduct educational programs in non-formal settings, assist with formal, school-based educational programs, organize workshops and seminars, develop leadership programs for agribusiness, government agencies, recreation organizations and non-profits, and design environment, natural resource, agriculture, and recreation education and outreach programs for adults and youth in a variety of settings. There are many professional opportunities in non-profit organizations, trade associations, and federal, state and local government agencies, as well as volunteerism.

**Requirements for the Community Engagement and Education Concentration**

• **All of the following courses (16 credits)**

♦ ACR 415 Program Planning and Evaluation 3

♦ ESA 335 Engaged Learning and Teaching 3

♦ PRR 451 Interpretation and Visitor Information Systems 3

♦ ESA 434 Professional Skills for Nonformal Educators 3

♦ ESA 435 Conservation Education 3

♦ ESA 436 Conservation Education Practice 1

• **Two of the following courses (6 credits)**

♦ ESA 412 Special Topics in Leadership Education 3

♦ ESA 413 Grant Writing and Fund Development (W) 3

♦ PRR 451 Interpretation and Visitor Information Systems 3

♦ TSM Information Technology in Agricultural Systems 3

**Science and Policy Concentration**

Students who select the Science and Policy concentration will build a strong, interdisciplinary foundation in science and policy related to the environment, natural resources and agriculture. Students may select to focus on Agriscience and policy, or they may choose to focus on environmental science and policy. Creatively combining course work in environmental science and Agriscience will also prepare students for leadership roles in an increasingly complex area. Students who select this concentration will find careers in federal, state and local government, nonprofit organizations and trade associations, and private industry and consulting.

**Requirements for the Science and Policy Concentration**

• **One of the following courses (3-4 credits)**

♦ CSS 210 Fundamentals of Soil Science 3

♦ GLG 201 The Dynamic Earth 4

* Students should select the course not taken to satisfy the major requirements

• **One of the following courses (3 credits)**

♦ ESA 440 Environmental and Natural Resource Policy in Michigan 3

♦ ESA 444 Pesticides, People and Politics 3

♦ ABM 400 Public Policy Issues in Agri-Food System 3

♦ FOR 466 Natural Resources Policy 3

• **Two of the following courses (6 credits)**

♦ ESA 430 Environmental and Natural Resource Law 3

♦ ESA 460 Natural Resources Economics 3

♦ ABM 430 Farm Management II 3

♦ PRR 302 Environmental Attitudes and Concepts 3

• **Two of the following courses (6-8 credits)**

♦ ACR 415 Program Planning and Evaluation 3

♦ ESA 415 Environmental Impact Assessment 4

♦ ESA 324 Water Resources Management or ESA 452 Watershed Concepts 3

♦ ESA 450 Smart Growth and Strategic Land Use Decision Making 3

♦ ANS 418 Comprehensive Nutrient Management Planning 3

♦ GEO 221 Introduction to Geographic Information or 3

♦ FW 419 Applications of GIS to Natural Resources Management 4

♦ GEO 325 Geographic Information Systems 3

♦ UP 353 Land Use Planning 4

♦ UP 400 Environmental Planning 3

• **One of the following courses (3 credits)**

♦ ESA 343 Community Food and Agricultural Systems 3

♦ ESA 470 Theory and Practice in Community and Economic Development 3

♦ HRT 486 Biotechnology in Agriculture: Applications and Ethical Issues 3

♦ ANP 470 Food, Hunger and Society 3

**Teacher Education Concentration in Agriscience and Natural Resources**

The Agriscience and Natural Resources Teacher Education concentration combines with the Bachelor of Science degree in Environmental Studies and Agriscience to prepare students for teacher certification. Students who complete the requirements for Agriscience and Natural Resources teacher Education concentration, the requirements for teacher certification and a minimum of 4000 hours of recent and relevant work experience are recommended for career and technical endorsement in agricultural education.

This is a group teaching major that requires a minimum of 36 semester credits from Agriscience and natural resource-related courses that cannot be double counted with the teaching minor. Students who select the Agriscience and Natural Resources Teacher Education concentration must contact the Department of Community, Agriculture, Recreation and Resource Studies, (CARRS). Regular contact with the academic advisor is critical to insure that all requirements can be met.

For additional information, refer to the statement on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of the MSU catalog.

**Requirements for the Agriscience and Natural Resources Teacher Education Concentration**

• **All of the following courses (21 credits)**

♦ TE 150 Reflections on Learning 3

♦ TE 250 Human Diversity, Power, and Opportunity in Social Institutions 3

♦ TE 302 Learners and Learning in Context – Secondary (W) 4

♦ TE 407 Teaching Subject Matter to Diverse Learners - Secondary (W) 5

♦ TE408 Crafting Teaching Practices – Secondary (W) 6

**The College of Educations requires a minor for each student seeking a teaching certificate. Please refer to the MSU Academic catalog for a list of College of education approved Teaching Minors. Natural Resources Recreation and Tourism Major (NRRT)**

(Revised May 2010)

The Department of Community, Agriculture, Recreation and Resource Studies offers a Bachelor of Science degree in Natural Resources Recreation and Tourism. By combining a body of specialized professional knowledge with the study of natural, social, management and behavioral sciences, the program provides an opportunity for students to obtain a broad, interdisciplinary education which emphasizes a professional area of knowledge. The Natural Resource Recreation and Tourism major is designed to prepare students for professional positions related to the enjoyment of the outdoors. Such positions include management of public parks, forests and protected areas, non-profit lands and other natural resources, and commercial enterprises that provide goods and services to outdoor enthusiasts. Meeting people’s outdoor leisure needs, enhancing the quality of life, and providing sustainable economic and social development are hallmarks of the Natural Resource Recreation and Tourism major.

Students in the Natural Resource Recreation and Tourism major will acquire an understanding of natural resource recreation and tourism that integrates theory with practice. This includes the concepts of leisure, tourism, recreation and sustainability, as well as operation of delivery systems, policy, administration, management, planning and evaluation.

**UNIVERSITY REQUIREMENTS**: See **MSU Academic Programs** catalog

(<http://www.reg.msu.edu/ucc/AcademicPrograms.asp>)

 Minimum number of credits required: 120 credits1

 Minimum cumulative grade point average: 2.00

**WRITING REQUIREMENT**:

• Tier I: WRA 110 – 195H (4 cr.)

• Tier II: Satisfied by completing ESA 401or ESA 413 or ESA 420

**INTEGRATIVE STUDIES REQUIREMENT**: (24 cr.)

• **Arts & Humanities** (8 cr.)

♦ (A) complete one IAH course numbered below 211 (4 cr.)

♦ (B) complete one IAH course numbered 211 or higher (4 cr.).

• **Social Science** (8 cr.)

♦ complete one 200-level ISS course (4 cr.)

♦ complete one 300-level ISS course (4 cr.).

• **Biological & Physical Sciences** (8 cr.)

♦ complete one ISB course (3 cr.) or BS 110 (4) Organisms and Populations

♦ complete one ISP course (3cr.)

♦ complete one ISB or ISP Lab course (2 cr.).

• **Diversity**

♦ Must complete at least one “N” or “I” diversity designated course as part of the

Integrative Studies program.

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES REQUIREMENTS:**

• Complete MTH 103 (College Algebra - 3 cr.) and 114 (Trigonometry - 3 cr.) OR MTH

116 (College Algebra and Trigonometry - 5 cr.). or a Statistics course. Also satisfied by placing into a calculus course (MTH 124 or MTH 132) based on a MSU math placement test.

• EC 201 or EC 202 - Introduction to Micro or Macro Economics (3 cr.)

1 Remedial-developmental-preparatory courses **do not** count toward the 120 credits required for graduation.

**NRRT MAJOR REQUIREMENTS:**

**Requirements for the Bachelor of Science Degree in Natural Resource Recreation and Tourism**

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| Course # | Course Name | Credits |
|  | University Requirements  |  |
| WRA 1\_\_ | Tier I Writing  | 4 |
| IAH 20\_\_ | Arts and Humanities area A | 4 |
| IAH 2\_\_ | Arts and Humanities area B | 4 |
| ISS 2\_\_ | Integrative Studies in Social Science | 4 |
| ISS 3\_\_ | Integrative Studies in Social Science | 4 |
| ISP 2\_\_ | Integrative Studies in Physical Science | 3 |
| ISB 2\_\_ **OR**BS 110 | Integrative Studies in Biological Science Organisms and Population | 34 |
| ISP/ISB | LAB | 2 |
|  | **College Requirements** |  |
|  | **One of the following courses** |  |
| EC 201 | Introduction to Microeconomics | 3 |
| EC 202 | Introduction to Macroeconomics | 3 |
|  | **Mathematics Requirement** |  |
| MTH 116 | College Algebra and Trigonometry | 5 |
|  | **OR** |  |
| MTH 103 | College Algebra **PLUS ONE** of the following:1. MTH 114 Trigonometry
2. STT 2\_\_\_\_ Statistical Methods
 | 333 |

**Natural Resources Recreation and Tourism Core (28-32 credits)**

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| Course # | Course Name | Credits |
|  | **All of the following (28-32 credits)** |  |
| PRR 211 | Introduction to Natural Resources Recreation  | 3 |
| PRR 214  | Introduction to Travel and Tourism | 3 |
| ACR 202  | Problem Solving in Community, Agriculture and environmental Systems | 3 |
| ACR 205  | Agricultural and Natural Resources Communication Practice and Theory | 3 |
| GEO 211  | Introduction Information Systems |  |
| GEO 325 | Geographical Information SystemsOr FW 419 Applications of GIS in natural Resources Management | 34 |
| ACR 415 | Program Planning and Evaluation  | 3 |
| PRR 489  | Comprehensive Planning, Forecasting and Strategy Development in Natural Resource Recreation and Tourism  | 3 |
| ACR 492 | Senior Seminar | 1 |
| PRR 493 | Internship | 3-6 |

**A Professional Concentration of 32-35 credits**

Each student must select a concentration. There are two concentrations; the Commercial Recreation and Tourism Concentration is targeted to careers in managing or owning a commercial recreation business including marinas, campgrounds, resorts, etc or being part of the tourism system such as convention and visitor bureaus, chambers f commerce, etc. The Natural Resource Recreation Management Concentration is focused on careers with public sector agencies at the federal, state or local level and non-profit entities where outdoor recreation is a key component of their mission.

**Commercial Recreation and Tourism Concentration (35 credits)**

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| Course # | Course Name | Credits |
|  | **One of the following (3 credits)** | 3 |
| PRR 272 | Recreational Boating Systems and the Boating Industry  | 3 |
| GEO 259  | Geography of Recreation and Tourism  | 3 |
| GEO 459  | Tourism in Regional Development | 3 |
| PRR 410  | International Studies in Tourism, Parks and Recreation | 3 |
|  | **All of the following courses (32 credits)** |  |
| HB 100 | Introduction to Hospitality Business | 2 |
| HB 237 | Management of Lodging Systems  | 3 |
| PRR 360  | Marketing Communications in Commercial Recreation and Tourism (W/Tier II Writing Course)  | 3 |
| PRR 473 | Commercial Recreation and Tourism Business and Organizations | 3 |
| PRR 474 | The Tourism System | 3 |
| ACC 230 | Survey of Accounting Concepts | 3 |
| FI 320 | Introduction to Marketing | 3 |
| GBL 323 | Introduction to Business Law | 3 |
| MKT 327 | Introduction to Marketing | 3 |

**Natural Resource Recreation Management Concentration (32 credits)**

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| Course # | Course Name | Credits |
|  | **One of the following (3 credits)** |  |
| ESA 200 | Introduction to Environmental Studies and Agriscience  | 3 |
| FOR 202 | Introduction to Forestry | 3 |
| FW 101  | Fundamentals of Fisheries and Wildlife | 3 |
|  | **All of the following courses (23 credits)** |  |
| BS 110  | Organisms and Population | 4 |
| CSS 210 | Fundamentals of Soil Science | 3 |
| ESA 324 | Water Resource Management | 3 |
| FOR 412 | Wildfire | 2 |
| PRR 370 | Administration and Operation of park and Recreation Agencies (W/Tier II Writing Course) | 3 |
| PRR 448 | Foundations of Natural Resource Based Recreation Management | 3 |
| PRR 449 | Natural Resource Based Recreation Management Applications | 3 |
| ZOL 355 | Ecology | 3 |
|  | **One of the following courses (3 credits)** |  |
| ESA 440  | Environmental Policy Making in Michigan | 3 |
| FOR 466 | Natural Resource Policy | 3 |
|  | **One of the following courses (3 credits)** |  |
| ESA 401  | Agriculture and natural Resources Communication Campaigns | 3 |
| PRR 410 | International Studies in Tourism, Parks and Recreation | 3 |
| PRR 451 | Interpretation and Visitor Information Systems | 3 |

**SPECIALIZATION IN NATURAL RESOURCE RECREATION**

Contact person: Frances Kaneene 517 353-0798 kaneene@msu.edu

The Specialization in Natural Resource Recreation is available as an elective to students who are enrolled in bachelor’s degree programs at Michigan State University. It includes the management of land, water, forests, fisheries and wildlife, and agriculture and is targeted toward students considering careers in public parks and recreation, commercial recreation enterprise management, forestry, fisheries, wildlife, criminal justice (conservation or recreation law enforcement), environmental policy, environmental management, landscape architecture, and agriculture. This specialization offers an opportunity for students to integrate study of social, biological and physical sciences, natural resources and ecosystems for the management of outdoor recreation.

**Requirements for the Specialization in Natural Resource Recreation**

**One of the following 3 credits**

PRR 210 Our National Parks and Recreation Lands 3credits

PRR 302 Environmental Attitudes and Concepts 3 credits

**One of the following 3-4 credits**

ANS 110 Introductory Animal Agriculture 4 credits

CSS 101 Introduction to Crop and Soil Science 3 credits

FOR 202Introduction to Forestry 3 credits

FW 101 Fundamentals of Fisheries and Wildlife Ecology and Management 3 credits

PRR 213 Introduction to Parks, Recreation and Leisure 3 credits

ESA 200 Introduction to Environmental Studies and Agriscience 3 credits

**Two of the following 5-7 credits**

CSS 210 Fundamentals of Soil Science 3 credits

FOR 404 Forest and Agricultural Ecology 3 credits

FOR 412 Wildland Fire 2 credits

FOR 466 Natural Resource Policy 3 credits

FW 419 Applications of GIS Natural Resources Management 4 credits

FW 443 Restoration Ecology 3 credits

GIS 221 Introduction to Geographic Information 3 credits

PRR 388 Physical Resource Management in Parks, Recreation and Tourism 3 credits

PRR 451 Interpretation and Visitor Information Systems 3 credits

PEE 474 The Tourism System 3 credits

ESA 324 Water Resources Management 3 credits

ESA 430 Environmental and Natural Resources Law 3 credits

ZOL 355 Ecology 3 credits

**Both of the following 6 credits**

PRR 448 Foundations of Natural Resources Based Recreation Management 3 credits

PRR 449 Natural Resources Based Recreation Management Applications 3 credits

Upon completion of the requirements for the Specialization in Natural Resource Recreation, the student should contact the Chairperson of the Department of Community, Agriculture, Recreation and Resource Studies (CARRS) and request certification for the completion of the specialization. After the certification is approved by the Chairperson of CARRS and the Director of Academic Affairs of the College of Agriculture and Natural Resources, the Office of the Registrar will enter on the student’s academic record the name of the specialization and the date that it was completed. This certification will appear on the student’s transcript.

**Specialization in Connected Learning**

contact Person: Glenn Sterner, 432-0735, sternerg@msu.edu

<http://www.bsp.msu.edu/ProspectiveScholars/AcademicSpecialization/tabid/88/Default.aspx>

Undergraduates have the opportunity to receive a Specialization in Connected Learning by participating in the Bailey Scholars Program.  They must submit a Learning Vision Statement; complete ANR 210, ANR 310, and ANR 410 with a passing grade; complete and share their Middle 12 Credits; document their co-curricular events, and give a final Learning Journey Presentation in the last semester of their final year in their undergraduate program. All together, this encompasses their learning portfolio. Through the Bailey Scholars Program they have the opportunity to craft a curriculum for their specialization in Connected Learning according to their learning interests. Upon successful completion, their transcripts will reflect their achievement of the specialization.

**Learning Vision Statement**

This is the basis of an undergraduate's experience in the Bailey Scholars Program and the focus of their Specialization in Connected Learning. It is a statement that reflects their learning interests and goals, be they academic, personal, or professional. The Learning Vision Statement also includes their plans to contribute their learning and gifts to the entire community. From time to time, an experience will be so significant that it will change the direction of their learning journey. When this happens, they are expected to update their Learning Vision Statement to reflect their new ideas, directions and priorities. This is re-visited each semester with the Senior Director.  Please look here for examples of [Learning Vision Statements](http://www.bsp.msu.edu/Default.aspx?tabid=235).

**ANR 210, ANR 310 & ANR 410**

These are called the “Core Courses.” These courses provide undergraduate students the opportunity to determine as an entire course community as co-learners, through dialogue and collaboration, what it is they will learn, how they will learn it, when they will learn it, how they will assess your learning, and how they will determine the grade associated with that assessment. The aim is to provide a way for them to learn with, through, and by their co-learners in a respectful, supportive environment.  Faculty serve as conveners, however they are not responsible for teaching the subjects decided upon as a class. Rather, they provide a space to explore possibilities and even learn with you as co-learners. Students also may serve as a Student Convener, mentoring the class and providing insight into the experience of Bailey Core Courses from a student’s perspective. Conveners are university representatives and must ensure all policies of the universities are upheld in a respectful environment. It is expected that the work of the core course is shared with the Bailey community.

**Middle 12 Credits**

These are 12 credits taken after ANR 210 and before ANR 410; they are in the “middle” of an undergraduate's Bailey learning. The purpose is to enable them to further their learning as determined by their Learning Vision Statement. The requirement is they complement their learning vision statement, and move them toward achieving their individual goals. Middle Twelve courses may include regular MSU Courses, virtual university, study abroad, independent study, special topics, and internship credits. These credits may already fit into their academic plan for their major. It is a requirement that they submit a Middle Twelve Reporting Sheet to, and discuss the relevance of the experience with, the Senior Director before they begin their experience or they will not be able to consider the course as counting toward their specialization. Each Middle Twelve experience must be shared in some way with the community on an individual basis upon its successful completion according to the student's own personal style. If they are not shared with the community by the end of the following semester, they will not be eligible to be counted toward their specialization.  Examples of sharing these experiences include: writing an article for the Bailey Daily, hosting a Wednesday Lunch conversation, hosting a Share Night or Share Circle, etc. When sharing learning, it should be focused on how these experiences changed the individual, and less on what they actually did. By sharing these experiences, students bring their individual learning back to the learning community. Each experience builds off the next, which is why it is necessary to treat them as individual experiences and share them as they occur.

**Co-Curricular Activities**

Co-Curricular Activities are valuable “real world,” not-for-credit experiences that happen beyond the classroom, but are an integral part of an undergraduate's experience. Co-Curricular activities complement their learning experiences, and are documented by completing a Co-Curricular Activity Sheet and submitting it to the Senior Director. They are activities that help them learn those objectives set out in their Learning Vision Statement, give clarity to their own personal direction, and impact their learning journey. It is expected that the co-curricular activities include work inside the Bailey Scholars Program, not only outside experiences. Examples may include, but are certainly not limited to: leadership positions, internships, jobs, organization experiences, community service, travel experiences, conferences, etc.

**Final Learning Journey Presentation**

This presentation is given in the last semester, and typically in the last months of an undergraduate's academic program at Michigan State University. This will give evidence of their learning over the course of their time in the Bailey Scholars Program and at MSU. They must present their overall experience in order to receive their Specialization in Connected Learning. They must provide evidence they met the objectives they set for themselves in their Learning Vision Statement, and, therefore are eligible to receive their Specialization in Connected Learning. This must be presented to the entire community, and they must allow for questions and provide answers, in order to evidence their learning. A successful presentation will include: a student's Learning Vision Statement, if it has changed, and what caused it to change; what they learned from their ANR 210, ANR 310 and ANR 410 courses; what their Middle Twelve experiences were, how they contributed to their learning, and what they learned from them; what their Co-Curricular Experiences are, why they were significant to them, and what they learned from them; how they have given back to the community and contributed to its learning; what they have gained from their experience in the Bailey Scholars Program; and how they will utilize this experience in their future. The Senior Director will certify undergraduates for graduation upon successful completion of all of their requirements.

For further explanation of the Specialization, please consider reviewing the [Academic Guide](http://www.bsp.msu.edu/Portals/bailey/bsp%20files/AcademicGuide.pdf)

Specializations are an excellent way for students to enhance their major and give it an added focus. Each specialization has a specified set of courses totaling fewer than 20 credits. Michigan State University offers a large a number of Specializations. Below are few that compliment the CARRS majors and are closely related to the environment, agriculture, recreation and natural resources.

**Other Undergraduate specializations**

**Specialization in Agribusiness Management**

<http://www.aec.msu.edu/undergrad/ABMSpecCurriculum.pdf>

**Specialization in Conservation and Environmental Law Enforcement**

<http://www.fw.msu.edu/undergraduates/specializations/CELE.htm>

**Specialization in Environmental; Studies**

<http://naturalscience.msu.edu/students/rise/>

**Specialization in Environmental Economics**

<http://www.aec.msu.edu/undergrad/EEPSpecCurriculum.pdf>

**Specialization in Spatial Information Processing (GIS)**

[**http://www.geo.msu.edu/geoungradbook/SpecSIP.html**](http://www.geo.msu.edu/geoungradbook/SpecSIP.html)

**Specialization in Science, Technology, Environment and Public Policy (STEPPS)**

[**http://jmc.msu.edu/stepps/STEPPS\_checklist.pdf**](http://jmc.msu.edu/stepps/STEPPS_checklist.pdf)

**Specialization in Museum Studies**

[**http://museumstudies.msu.edu/about/requirements.php**](http://museumstudies.msu.edu/about/requirements.php)

**Specialization in International Agriculture**

[**http://www.css.msu.edu/Specializations.cfm#IntAg**](http://www.css.msu.edu/Specializations.cfm#IntAg)

**Specialization in Natural Resources Biotechnology**

[**http://www.css.msu.edu/Specializations.cfm#IntAg**](http://www.css.msu.edu/Specializations.cfm#IntAg)

**ADDITIONAL MAJORS & SECOND UNDERGRADUATE DEGREE**

For CARRS students, common additional majors or second degrees have been: Environmental Economics and Policy, Animal Science, Fisheries and Wildlife, Lyman Briggs majors, Hospitality Business, James Madison majors, History, and Zoology

**ADDITIONAL MAJORS**

A student should obtain information about requirements for an

additional major directly from the department of the additional major. The form, Request

for Permission to Complete Two Degrees Concurrently or an Additional Major, must be

initiated by the department offering the major.

Some colleges do not offer additional majors. In a number of colleges, students completing

an additional major will be required to satisfy the college-level requirements as well as the

requirements for the additional major; in others, additional majors require only that the

major requirements are satisfied.

The completion of the additional major will be noted on the student's final transcript.

However, the notation will not appear on the diploma.

**SECOND UNDERGRADUATE DEGREE**

To pursue a second bachelor's degree, a student

must be admitted to the second college's degree program. To be granted a second

bachelor's degree, a student must earn at least 30 credits in residence in addition to the

credits required for the first degree and meet the specified requirements of the second

college and major.

**Concurrently with First Degree**

It is possible for a student to earn two bachelor's degrees concurrently. The student asks

the adviser in the unit or the designated person in the college in which the second degree

is to be earned to file the form Request for Permission to Complete Two Degrees

Concurrently. The form lists all course work required to complete the degree. It must

include the statement "Student must earn a minimum of 150 credits" or "153 credits" (if

the student has taken MTH 1825). A student who completes the requirements for a

second bachelor's degree will receive two diplomas, one for each degree program.

**COURSE DESCRIPTIONS**

A description of all MSU courses can be found in the MSU Course Descriptions publication,

available for purchase at the MSU Bookstore; OR from the MSU Course Catalog Search

website: (http://www.reg.msu.edu/Courses/Search.asp) – select FW Fisheries and Wildlife

as the Subject Code; leaving the Course Number blank will show you all the FW courses.

**TRANSFER COURSE EQUIVALENCIES**

If you are considering taking courses at another institution and then transferring to MSU

or have already taken courses at another college, you may want to contact us for more

detailed information on transfer of courses from that college to MSU. You may find it

more convenient to check the credit evaluations on the Transfer MSU web page

(http://www.transfer.msu.edu/). Follow the directions from the web page for selecting

the institution that you previously attended or that you plan to attend, and then the

department for courses that you took there. Keep in mind that this database is frequently

updated and has more information on colleges in Michigan than on colleges outside of

Michigan.

**SCHEDULE OF COURSES**

If you would like to see what days and times specific courses at MSU are offered, check the

Schedule of Courses website: (http://ntweb8.ais.msu.edu/ScheduleBook/schedule.asp). Just

select the semester, the department, and the course number to view the days and times that

course is offered. If you would like to view all courses offered by a certain department just

enter the wildcard " \* " for course number, and all courses for the selected department will

be shown. Please note: not all courses are offered every semester, some maybe fall only and

others spring only. If you receive the message "I did not find any sections based on your

selection criteria" when looking for a specific course, try selecting a different semester.

Internships

An internship is a practical experience in an organization or activity that introduces a student to new environments, skills, and networks. Internships can be used to explore educational, personal, and career interests; to clarify values; and to develop and practice professional skills.  Some students complete internships during the summer, other students create internships as part of their academic work during fall or spring semesters.

Dr. Chuck Nelson and Dr. Eddie Moore faculty members in CARRS are happy to help students think through internship options.  Other offices that help students think about and locate internship opportunities are the CANR Career Services and Placement, the Office of Study Abroad for International Internships, and the MSU career Services and Placement.  Some departments, Institutes, and centers, including the Institute for Water Research, have internship information that is specific to particular disciplines or fields of study.  Students should also ask professors in their concentrations about internship opportunities in their area of interest.

Academic Internships

For the academic part of the internship, students combine credit-bearing independent study with outside, work experience. Typically, students work a specified number of hours per week with a business or non-profit organization.  A strong, rigorous academic component must complement the work experience.  A faculty member advises the project and evaluates the student's work. Dr. Chuck Nelson supervises Park, Recreation and Tourism Resources internships, while Dr. Eddie Moore supervises all other CARRS majors.

Internship Information for PRTR

Dr. Chuck Nelson, Professor

Michigan State University

Department of Community, agriculture, Recreation, and Resources Studies

142 Natural Resources Building

East Lansing, MI 48824-1222

Tel: (517) 432-0272

FAX: (517) 432-3597

E-mail: nelson@msu.edu

Internship information for: Environmental Studies and Agriscience , ANR Communication; Agriscience

Environmental Studies and Applications

Dr. Eddie Moore, Professor

Michigan State University

Department of Community, Agriculture, Recreation and Resource Studies

318 Natural Resources Building

East Lansing, MI. 48824-1222

Tel: (517) 432-7733; FAX: (517) 353-8994

E-mail: mooreee@msu.edu

CARRS Student Organizations

**The Leadership in Environmental and Agricultural (LEAF)**

The Leadership in Environmental and Agricultural (LEAF) Club is a network of student leaders in the fields of agriculture and natural resources striving for excellence in their professional lives by educating and serving others. Members of LEAF will have the opportunity to partake in professional conferences pertaining to their interests and career goals, experience community service and growth and develop long-lasting friendships with peers and relationships with ANR professionals. For more information on the LEAF Club, please contact advisor Glenn Sterner at sternerg@msu.edu

**Parks and Recreation Club (PARC)**

The purpose of PARC – the Parks and Recreation Club – is to promote and facilitate the academic and professional development of all students interested in parks, recreation and tourism. PARC offers students the opportunity to build valuable skills and make important contacts through interaction with fellow students, MSU faculty, and parks, recreation and tourism professionals. PARC students are encouraged to affiliate themselves with the National and Michigan Recreation and Park Associations (NRPA and MRPA) and/or the Michigan Lodging and Tourism Association (MLTA). PARC meets once a month in the Natural Resources Building and membership is open to any MSU student interest in parks, recreation or tourism. Please contact Sarah Nicholls, Faculty Advisor (nicho210@msu.edu) for further information.

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| **Study Abroad** |
| We strongly recommended that each student in the Department of Community, Agriculture, Recreation and Resource Studies (CARRS) majors partake in at least one Study Abroad program. The experience will prove to be very worthwhile. The following study abroad programs are offered by the Department of CARRS. **Australia****Media, Tourism, Environment and Cultural Issues,** May 20-June 30  <http://studyabroad.msu.edu/programs/ausmedia.html>Conducted in conjunction with Macquarie University in Sydney, with both Michigan State University and Macquarie University academic staff serving as program faculty, this eight-credit program will run in the summer of 2009 from mid May through late June. It will provide an overview of Australia’s media and examine its role in reporting public affairs, natural resources, cultural issues and the environment; explore Australia’s natural and cultural resources, their management and role in heritage and ecotourism; and assess various modes of interpretive communications. It is aimed at majors in journalism, media, natural resources management, tourism, communications, environmental sciences, social sciences and liberal arts. To see schedule details and examples of former student work, please see the following web site:   [http://australia.jrn.msu.edu/ http://35.8.125.5/_images/icon_externalLink.gif](http://australia.jrn.msu.edu/)**Australia and New Zealand**Food, Environment and Social Systems<https://www.msu.edu/course/aee/475/australia/>This is an interdisciplinary program that is both academic and experiential. It provides an overview of the interrelationships among Australia's media and other communications systems, tourism and interpretive services, environmental systems, and cultural contexts and issues.**Belize**[http://studyabroad.msu.edu/programs/belizesusdev.html http://35.8.125.5/_images/icon_externalLink.gif](http://studyabroad.msu.edu/programs/belizesusdev.html)The Sustainable Development semester abroad program in Belize provides students with an academic experience that incorporates direct field experience in a developing nation. The curriculum emphasizes the environmental, social, and economic dimensions of sustainable development, and focuses on the criteria, instruments, and indicators of sustainability for developing countries. The program provides students the opportunity to better understand the challenges of environmental conservation, economic development, and poverty in a different cultural, political, and economic setting.**France****Ecology, Culture and Politics of Food in France**  <http://studyabroad.msu.edu/programs/foodinfrance.html>This program is designed for undergraduate and graduate students with a wide range of interests in the environment, biodiversity protection, local food and farming and rural development. From the rugged foothills high above the Mediterranean coast through the vineyards of the Languedoc you will explore how:* public policies – local, regional, national and European – promote and protect livelihoods on small family farms as well as the places or *terroir*
* farmers deal with the challenge of protecting biodiversity while promoting local farming and herding
* contemporary urban sprawl threatens centuries of identities connected to specific places
* local food products are central to promoting rural development based on connections between local food and farming

With sheep, goat, and chestnut farmers in the Cevennes to the vineyards of Languedoc and the open-air food markets of Montpellier, students will taste the food of France on remote small farms and discover the ways in which family farms and the natural resource heritage in southern France are being preserved and protected.**India****Ecology of the Mountains (Trekking in the High Himalayas of India),** [http://www.studyabroad.msu.edu/programs/indiaecmtn.html http://35.8.125.5/_images/icon_externalLink.gif](http://www.studyabroad.msu.edu/programs/indiaecmtn.html)This three-week summer study abroad experience is based in the high Himalayan Range in the state of Uttaranchal, India. The focus of the program is ecology — the ecology of the mountains and their water, soil and forest systems; and the ecology of the people — their history, beliefs and livelihood systems. Students will spend the majority of the time trekking to the Pindari Glacier on the border of India and Nepal. While traveling, they will learn about the flora and fauna of the mountains, spend time studying the water and forest systems, stay in remote villages to learn about the people and their lives, and visit holy places to experience the spirituality of these sacred mountains.The Kumaoni Hills in eastern Uttaranchal encompass some of the most beautiful and remote mountains in the Himalayan chain. Nanda Devi is the highest peak in India, towering to 7,816 meters. The Pindari Glacier is one of the many glaciers flowing down from these heights. This region is also an historic crossroads that supported the ancient trade between India and Tibet. **Ireland****Community Engagement in Rural Ireland**<http://studyabroad.msu.edu/programs/irecommengage.html>This study abroad program is an immersion experience, where students are expected to engage fully in living-learning experiences associated with home stays and life in rural Irish villages. Students are expected to learn informally through personal interactions with community members and to reflect upon their person growth that comes from these experiences.  This study abroad program focuses on depth, not breadth. Unlike other study abroad programs where students tour Ireland, this program allows you to get to know one community very, very well.**Engaging with Borderland Communities in Ireland: People, Culture and Peacemaking in County Monaghan**<http://studyabroad.msu.edu/programs/ireengaging.html>It’s about the people, the culture, and the efforts at peacemaking in County Monaghan, Ireland. This program will offer students opportunities to learn about and to contribute to cross-border reconciliation and Monaghan’s regeneration and peace-building efforts through community projects. The emphasis of this program is on understanding the legacy of past religious and class conflicts between the Republic of Ireland and Northern Ireland, and the contemporary issues of peace, reconciliation, and community building in and between cross-border communities. Participants in this 6-week program will live with, learn from, and work alongside citizens of County Monaghan. Participants will have myriad opportunities to immerse themselves in Irish life; to gain a deeper understanding of the turbulent history, politics, religion, culture (arts, literature, music) and society of this borderland county; and to visit historic sites. This challenging study abroad will offer unique experiences for students who are able to tolerate uncertainty, ambiguity, and unpredictable situations. Learning will be experiential, participatory, value-driven, and self-motivated. **Israel**Environmental and Land Use Studies in Israel   [http://studyabroad.msu.edu/programs/israelenv.html http://35.8.125.5/_images/icon_externalLink.gif](http://studyabroad.msu.edu/programs/israelenv.html)  This program, conducted in collaboration with the Arava Institute for Environmental Studies (AIES), introduces students to the unique ecological aspects of desert environments and their varied natural resources, and provides an understanding of the environmental and development challenges that are associated with land use and settlement impacts in arid regions. It is divided into a number of integrating themes, including…* Sustainable agriculture and development
* History of human settlement and land use impacts
* Desert ecology, bio-diversity and land use
* Water management and irrigation impacts in dryland regions
* Marine/coastal ecosystems, bio-diversity and aquaculture
* Regional impacts of tourism development
* Environmental preservation and conservation – tools and objectives

The Arava Institute, situated on Kibbutz Ketura in Israel's southern Arava Valley, serves as a regional center for natural resource conservation and environmental protection. It provides students with the technical information, fundamentals of public policy, and an understanding of theoretical and philosophical concepts necessary for effective participation in environmental planning and conflict resolution. **Environmental and Natural Resource Sustainability in a Green Israel**<http://studyabroad.msu.edu/programs/israelgreen.html>This study abroad program is designed to take advantage of experiential/service learning opportunities in Israel focused on sustainable development and environmental stewardship. Students in this program will spend about two weeks learning about environmental policy, natural resource management, and a side of Israel not often seen in the U.S. media, a green Israel. The program incorporates stays at/work with Tel Aviv University, Tel-Hai College, as well as Keren Kayemet LeIsrael-Jewish National Fund in Upper Galilee, Jerusalem, and the Negev. MSU students will learn about ancient and modern Israel and have hands on experiences including research assistance on reforestation projects, water quality projects, biological surveys, and ecotourism at Lake Hula Reserve. **Netherlands, Belgium, France****Environmental Planning and Management in Europe**   [http://studyabroad.msu.edu/programs/nethenvplanmanage.html http://35.8.125.5/_images/icon_externalLink.gif](http://studyabroad.msu.edu/programs/nethenvplanmanage.html)  THE SETTING: Northwestern Europe is a dynamic region with intensive industrial and commercial activity. It is characterized by high population densities, historic towns, metropolitan regions, and complex, efficient transportation systems. It also presents unique challenges and solutions in maintaining environmental quality through innovative public policies, land use planning and implementation.THE CONTEXT: This lowland region embraces one of the world’s largest economically significant river deltas. It provides opportunities for economic growth and unique challenges in land and water resource management. The unique experiences and public policies of the region, which has one of the highest per capita incomes in the world, can assist us in evolving effective, proactive land use strategies.The study abroad program will address key environmental issues and review project and case studies such as land reclamation and consolidation, water management, land use planning, and environmental modeling and engineering. In particular, public and private sector effectiveness in funding the international, national, and regional development of an integrating European market economy will be examined.**New Zealand****Environmental Science and Policy in New Zealand**   [http://studyabroad.msu.edu/programs/nzenvscipol.html http://35.8.125.5/_images/icon_externalLink.gif](http://studyabroad.msu.edu/programs/nzenvscipol.html)THE SETTING: New Zealand is a nation with tremendous natural resources and great, unspoiled beauty. It represents diverse farming systems and agroecological settings – from alpine merino wool production to extensive fruit belts and vineyards, as well as large forest areas with volcanic activity, geysers, unspoiled rivers and unique coastal environments. Most of its unspoiled beauty can be found on the South Island and includes the Fjordland National park – the fifth largest in the world. New Zealand’s environmental policies are designed to pro-actively preserve natural and social-cultural values, thereby safeguarding and respecting the interests of the Maori population. THE CONTEXT: New Zealand established treaty rights with the Maori population, safeguarding extensive land holdings and property rights, providing an example of balancing resource access, utilization and impacts - within a multi-ethnic society. The enactment of the innovative Natural Resource Management Act provides an example of how a democratic, industrialized society may seek to pro-actively balance economic development with environmental preservation and the enhancement of quality of life.This study abroad program includes visits to leading universities, government agencies, and resource management authorities, including the U.S. Antarctic Program in Christchurch. The program will address key environmental issues and concerns, the role of resource planning, management and public policy formulation, and review selected projects, including resource and ecosystem preservation and restoration, water and land management, and land use planning. **Thailand**Multidisciplinary Studies at the Asian Institute of Technology in Bangkok   [http://studyabroad.msu.edu/programs/thaimulti.html http://35.8.125.5/_images/icon_externalLink.gif](http://studyabroad.msu.edu/programs/thaimulti.html)Thailand is at the center of the Southeast Asian region – geographically, economically, and politically.  Bangkok is a key hub of regional business and transportation, and is thus an important location for international and non-governmental organizations involved in economic and community development.  Thai culture is unique on its own terms, and represents a fusion of historic Thai, Khmer, Lanna, Lao, Malay and Burmese influences. Thai cuisine is justly world-famous, and the Thai branch of Buddhism is reflected in the architecture, as well as in the spiritual make-up of Thai society.While the Bangkok region of Thailand is the principal location of this program, the focus is the study and practice of development in Southeast Asia.  Poverty alleviation, environmental sustainability, wildlife management, education, public health, and economic development will all be of central concern.  Internships will immerse students in the work of the Bangkok offices of development organizations and agencies, and field trips to the regions of Thailand and neighboring countries will expose students to development work at the grassroots level.This semester-length multidisciplinary study abroad program is based at the Asian Institute of Technology (AIT). This program creates opportunities for students to study development challenges and opportunities facing Southeast Asia, through participation in the work of organizations engaged with those issues. Classroom study of development theory, regional issues, and the Thai language is integrated with the internships and field trips to enhance the academic dimensions of the experience.**To find other MSU study abroad programs, please visit the MSU study Abroad web page.** [**http://studyabroad.msu.edu/**](http://studyabroad.msu.edu/) |